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

BOARD OF DIRECTORS
REGULAR MEETING

AGENDA

May 21, 2026
10:30 A.M (PT)

Zoom Meeting Dial-In: 1-669-900-6833
Zoom Meeting ID: 813 4669 7097

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 within the Board's subject matter jurisdiction, 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 be limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. To ensure equitable access, any member of the public who utilizes an interpreter shall receive double the time for public comment. By law, the Board may 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 March 12, 2026
A.2 Minutes of March 26, 2026
A.3 OFY-SG Revised Fiscal Policies 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 School Climate Survey Results Overview	The Board will receive the OFY-SG School Climate Survey Results Overview.
B.4 OFY-SG Public Hearing on the 2024-2027 Local Control and Accountability Plan ("LCAP") for Fiscal Year 2026-2027	The Board will review and hold a public hearing to solicit the recommendations and comments of members of the public regarding the specific goals, actions, and expenditures proposed to be included in the 2024-2027 Local Control and Accountability Plan ("LCAP") for Fiscal Year 2026-2027.
B.5 OFY-SG Financial Update	The Board will review the OFY-SG Financial Update.

C. Action Item(s)

C.1 OFY-SG Internal Revenue Service ("IRS") Form 990 and California Franchise Tax Board Form 199 for Fiscal Year 2024-2025	The Board will review and consider approval and/or ratification of the OFY-SG Internal Revenue Service ("IRS") Form 990 and California Franchise Tax Board Form 199 for Fiscal Year 2024-2025.
C.2 OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. ("OFL-BP")	The Board will review and consider approval of the OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. ("OFL-BP").
C.3 OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc.	The Board will review and consider approval of the OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc..

C.4 OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc.	The Board will review and consider approval of the OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc.
C.5 OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027	The Board will review and consider approval of the OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027.
C.6 OFY-SG Data Sharing Memorandum of Understanding ("MOU") with Options for Youth-San Gabriel Inc. and the California College Guidance Initiative ("CCGI")	The Board will review and consider approval of the OFY-SG Data Sharing Memorandum of Understanding ("MOU") with Options for Youth-San Gabriel Inc. and the California College Guidance Initiative ("CCGI").
C.7 OFY-SG Student Handbook for Fiscal Year 2026-2027	The Board will review and consider approval of the OFY-SG Student Handbook for Fiscal Year 2026-2027.
C.8 OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns	The Board will review and consider approval of the OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns.
C.9 OFY-SG Credit Enrichment and Year-Round Incentive Compensation Programs for Fiscal Year 2026-2027: All Eligible Staff, Assistant Principal, Principal, Director of Schools, and Assistant Superintendent	The Board will review and consider approval of the OFY-SG Credit Enrichment and Year-Round Incentive Compensation Programs for Fiscal Year 2026-2027: All Eligible Staff, Assistant Principal, Principal, Director of Schools, and Assistant Superintendent.

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 March 12, 2026
A.2 Minutes of March 26, 2026
A.3 OFY-SG Revised Fiscal Policies and Procedures

A.1 Minutes of March 12, 2026

MINUTES

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

BOARD OF DIRECTORS
SPECIAL MEETING

March 12, 2026

Zoom Dial-In Number: 1 669 900 6833
Zoom Meeting ID: 884 3399 0174

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

Teleconference Location: 16807 Falda Avenue, Torrance, CA 90504
10121 Pounds Avenue, Whittier, CA 90603

A special 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 March 12, 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 10:00 A.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. Jane Gothold, Chairperson and Board Member

The following Directors were absent:

Ms. Lilit Varuzhanyan, Secretary, Treasurer, and Board Member

The following individuals identified themselves as being present:

Ileana Kiriakos, Superintendent, OFY-SG
Richard Moreno, Director of Schools, 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")
Melissa Bauer, Senior Manager of Corporate Compliance, 9 Dot

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Susan Fischer, Corporate Compliance Specialist, 9 Dot
Nalani Santos, Corporate Compliance Coordinator, 9 Dot
Greg Bordo, Legal Counsel for OFY-SG, Blank Rome LLP
Merrick Wadsworth, Legal Counsel for OFY-SG, Procopio, Cory, Hargreaves & Savitch LLP

3. Public Comment

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

There were no comments made by members of the public.

4. Items for Information and/or Action

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

A.1 OFY-SG Second Interim Report

Ms. Salazar presented the OFY-SG Second Interim Report. The Board was asked to review and consider approval of the OFY-SG Second Interim Report. According to the California Department of Education ("CDE") 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 was 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 Second Interim Report is included in the Reporting Requirements in Section 2, Accounting Procedures. Accounting Procedures conform to Generally Accepted Accounting Principles ("GAAP") to ensure accuracy of information and compliance with external standards.

Mr. Salazar reviewed the items included in the Second 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 Second Interim Report was based on the January 2026 close, with the information presented being very similar to the Financial Update in this meeting. The School's total revenue was $7,275,585. For Expenditures, the total Certificated Salaries were $2,777,707, total Non-Certificated Salaries were $347,767, the total employee benefits were $484,436, the total for books and supplies was $204,780, the total services and other operating expenditures were $3,157,097, and the total capital outlay was $77,713. The School's total expenditures were $7,049,500. The excess revenue for the School was $226,085. The School's ending total fund balance was

$2,926,384. The report also included a multi-year projection that was pushed out to Fiscal Year 2028. Mr. Salazar asked the Board if there were any questions, to which there were none.

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

5. Adjournment

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

Ms. Gothold moved to adjourn. Ms. Gondo seconded. The motion passed unanimously by roll call vote. The meeting was adjourned at 10:09 A.M. (PT).

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

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A.2 Minutes of March 26, 2026

MINUTES

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

BOARD OF DIRECTORS
REGULAR MEETING

March 26, 2026

Zoom Dial-In Number: 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

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 March 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 10:36 A.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. Jane Gothold, Chairperson and Board Member
Ms. Lilit Varuzhanyan, Secretary, Treasurer, and Board Member

The following individuals identified themselves as being present:

Ileana Kiriakos, Superintendent, OFY-SG
Maricela Frymark, Senior Director of School Policy and Compliance, OFY-SG
Richard Moreno, Director of Schools, 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")
Melissa Bauer, Senior Manager of Corporate Compliance, 9 Dot
Susan Fischer, Corporate Compliance Specialist, 9 Dot

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Nalani Santos, Corporate Compliance Coordinator, 9 Dot
Jennifer Robitaille, Executive Director, Options For Youth-California, Inc.
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 January 26, 2026

The Board was provided in their meeting materials with the minutes of the January 26, 2026 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 Report of Charter Services Agreements for Fiscal Year 2025-2026

The Board was provided in their meeting materials with the OFY-SG Report of Charter Services Agreements for Fiscal Year 2025-2026. The Board was asked to review and consider the approval and/or ratification of the report, which detailed vendor payments through February 28, 2026. The Procedures subsection of the School's Procurement Policy, found within the Fiscal Policies and Procedures, outlines that the Board will receive, on a regular basis, a report of the School's service contracts approved pursuant to that section. This report includes all service providers and associated expenses within the outlined approval thresholds. Per Board member request, the report was organized alphabetically by service provider. There was no fiscal impact associated with this item. The proposed motion was to approve and/or ratify the OFY-SG Report of Charter Services Agreements for Fiscal Year 2025-2026.

A.4 OFY-SG Uniform Complaint Policy and Procedures

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The Board was provided in their meeting materials with the OFY-SG Uniform Complaint Policy and Procedures, as revised in January 2026. The Board was asked to review and consider approval and/or ratification of the policy, which was updated to align with new California Department of Education ("CDE") regulations and recommendations regarding the Uniform Complaint Procedure ("UCP") scope. Key revisions to the policy included updates to the programs and activities section to include School or Athletic Team Names, Mascots, or Nicknames, and the merging of language stating that allegations of discrimination, harassment, intimidation, and/or bullying may be subject to the UCP. Furthermore, the designation of the "Responsible Employee" overseeing UCP complaints was changed from the Principal to the Senior Director of School Policy and Compliance. The revision also outlined an optional Superintendent Review process for evaluating complaints or proposed decisions before a final written decision is issued. The UCP was developed in accordance with California Education Code Section 33315 and Title 5, California Code of Regulations, §§ 4600-4694. Once approved, the revised policy will be included in the Student Handbook annually and added to the School's website. For Fiscal Impact, costs are limited to policy transaction costs that may be absorbed in the School's operating budget. The Superintendent recommended the approval of this item. The proposed motion was to approve and ratify the OFY-SG Uniform Complaint Policy and Procedures, as revised in January 2026, and to grant the Superintendent or designee the ability to update the policy to comply with minor changes in CDE regulation or education code.

Ms. Gothold moved to approve the Consent Agenda. Ms. Varuzhanyan 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 for the San Gabriel Center. The total enrollment for the center was ninety-seven (97) students, including twenty-one (21) Special Education ("SPED") students, eleven (11) English Learner ("EL") students, and five (5) Foster Youth/Homeless students. The monthly student progression rate for the last school month was 93% and credit attainment was 61%. For student academics, the center continued to offer night school on select days and began recruitment for a new asynchronous American Sign Language ("ASL") course pilot. In February, thirty-seven (37) students participated in state-mandated physical fitness testing. Additionally, 11th grade students began a new enrichment intervention course titled "Fundamentals of Math and English-Language Arts ("ELA")" to prepare for upcoming state testing. For student engagement and activities, the School hosted a picture day, opened senior quote submissions for the yearbook, and completed the boys' and girls' soccer seasons. A Spring Kickoff event was held on February 27th, providing an open house for parents to complete the Local Control and Accountability Plan ("LCAP") survey and learn about the Bilingual Scholars program. Student groups, including Resilient Individuals Striving for Excellence ("RISE"), Student Council, and the Art Wellness Group, remained active in providing leadership and expression opportunities.

Ms. Marchand presented the update for the OFY-SG Online Program. Total enrollment was one hundred fifty-nine (159) students, with a monthly progression rate of 94.1% and a credit attainment rate of 53.9%. During financial aid season, the counseling team hosted daily virtual Free Application for Federal Student Aid ("FAFSA") and California Dream Act Application ("CADAA") workshops to support students and families. Student activities included a hands-on culinary field trip to the Sauté Culinary Academy and physical fitness testing conducted at local parks to strengthen staff-student connections. The program spotlighted the Panther Cubs virtual support group for pregnant and parenting students, which provides a safe space for emotional well-being and practical guidance. For the student spotlight, Ms. Marchand highlighted one (1) student for making program history by taking the AVANT STAMP assessment in Armenian and successfully reclassifying as English proficient. Ms. Betry and Ms. Marchand asked the Board if there were any questions.

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Ms. Gothold asked for clarification on where the student pictures were taken. Ms. Betry explained that the photos are taken on-site by a staff member using a professional backdrop for inclusion in the School yearbook.

B.2 OFY-SG Charter Renewal Petition Update

Mr. Moreno presented the OFY-SG Charter Renewal Petition Update. The Board was informed that the current charter term, originally set to expire in June 2026, was extended 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 Board and the San Gabriel Unified School District, School leadership has developed a structured renewal timeline. The first draft was presented at this meeting and a second draft will be presented to the Board in May. The final renewal petition will be presented to the Board in June for approval. Following the Board's approval, the renewal petition will be submitted to the District in July 2026. Mr. Moreno explained that the renewal is being conducted by redlining the current petition to clearly track revisions. Significant updates in the current draft included a new "Program Overview and Achievements" section to showcase strengths such as dual enrollment, the Seal of Biliteracy, and updated support for student subgroups. Other revisions include changing operating hours to 8:00 A.M. to 4:00 P.M. in alignment with the other schools in the Options For Youth network and refining student and teacher schedules. The forthcoming second draft will incorporate updated performance data from the California Dashboard and progress toward LCAP goals. There was no fiscal impact associated with this informational update. Mr. Moreno asked the Board if there were any questions, to which there were none.

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

Ms. Frymark presented the OFY-SG Student Handbook for Fiscal Year 2026-2027. The Board was provided with a redlined preview draft of the handbook to allow for a thorough review before formal approval is requested at the May Board meeting. This routine operational resource is provided to students and families upon enrollment to outline rights, responsibilities, academic expectations, and school policies. Key updates for the 2026-2027 academic year include the embedding of the proposed academic calendar, the new Student Smartphone Use Policy, and a Student Planning Guide. Ms. Frymark highlighted several required legislative updates, including the graduation adornment summary mandated by Assembly Bill ("AB") 1369, which protects a student's right to wear items of cultural or religious significance during ceremonies. Other notable revisions include the inclusion of family safety planning and emergency contact information required by AB 495, the California College Guidance Initiative ("CCGI"), and updated immunization policies regarding personal belief exemptions. Additional administrative changes included updating Section 504 plan reviews from an annual cycle to every three (3) years and adjusting the maximum allowable laptop restitution fine for inflation to $26,000. Language regarding the Family Educational Rights and Privacy Act ("FERPA") was also revised to align with new Education Code requirements. Final updates concerning state testing dates and new curriculum were pending a final legal review. There was no fiscal impact associated with this informational item. The Superintendent recommended the item for review. Ms. Frymark asked the Board if there were any questions. Board members noted the challenges of navigating frequent regulatory changes but offered no additional questions.

B.4 OFY-SG Financial Update

Mr. Salazar presented the OFY-SG Financial Update. The financial update was based on the January 2026 close, which was comprised of actuals from July through January plus the budget for February through June, and includes the Senate Bill 740 ("SB740") report, the detailed income statement, the variance analysis report, the balance sheet, and the cash forecast. On the SB740 report, the projected Second Principal Apportionment ("P2") Average Daily Attendance rate ("ADA") was 407.72. Based upon the P2

ADA, the total revenue was $7,255,717. Certificated Salaries and Benefits were $3,440,165, or 47.41% of revenue. Instruction and Related Services, including Certificated Salaries and Benefits were $6,062,953, or 83.56% of revenue. For the non-instructional expenses, Operations and Facilities was $389,579 and Administration and Other Activities was $596,969. There was a projected Generally Accepted Accounting Principles ("GAAP") excess revenue, which is the School's total revenue minus its total expenses, which was $206,216 or 2.84% excess revenue percentage for the year. The School has met and exceeded its Certificated spending benchmark by $519,739. The School has met and exceeded its total Instructional spending benchmark by $285,334. The projected excess revenue remained at $206,216 or 2.84% excess revenue percentage for the year. Mr. Salazar asked the Board if there were any questions, to which there were none.

Mr. Salazar reviewed the income statement, which is a line by line, month by month report of details which rolled up into the SB740 report. Mr. Salazar indicated that total revenue was the same at $7,255,717, total payroll, including Certificated and Non-Certificated, and related benefits, was at $3,609,909 or 49.75% of revenue, and total expenses were $7,049,501. Mr. Salazar reviewed the variance analysis report for the School. The variance analysis establishes a baseline of variance based on 1% of the year-to-date expenditures, calculated as of the most recent monthly close. For this report, the variance threshold of 1% of Year-to-Date expenditures was $43,584. 1% is taken out of the year-to-date expenses as a threshold, and any variance that exceeds that threshold will be highlighted and explained. The Certificated Salaries and Wages line item was underbudget due to salaries being reforecasted in October. For Non-Certificated Stipends, this line item came in over budget due to Credit Enrichment and Semester 1 incentives that were not originally budgeted. For Certificated Vacation Expense, this line item was underbudget based on actual employee activity, which was a savings for the School. For Materials, the Tech Materials - Laptop line item was overbudget due to an AllTech invoice for two (2) Lenovo Thinkpads. Mr. Salazar also reviewed the balance sheet, which is a snapshot of the School's assets and liabilities from inception to date. As of January 2026, total assets were $8,951,031; total liabilities were $4,072,293; and total net assets were $4,878,737. Mr. Salazar proceeded to review the cash forecast. As of January 31, 2026, OFY-SG had $2,855,750 cash in bank. Based on current projections, the School was projected to have $2,287,244 cash in bank as of June 30, 2026 and $2,016,178 cash in bank as of December 31, 2026. Mr. Salazar asked the Board if there were any questions, to which there were none.

C. Action Item(s)

C.1 OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP")

Ms. Betry presented the OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP"). The Board was asked to review and consider approval of the material revision, which corrected technical errors identified in the Action Tables related to Local Control Funding Formula ("LCFF") funding projections. As a Local Educational Agency ("LEA"), the School is required to develop and annually update a three-year LCAP using the template adopted by the California State Board of Education ("SBE") to ensure alignment between planned actions and LCFF funding. The presented revision included corrected LCFF Base, Supplemental, and/or Concentration Grant amounts in the 2025–2026 Expenditures Tables. Additionally, the LEA contact information was updated to reflect the transition to Principal Megan Betry. No changes were made to the adopted goals, actions, or intended services as part of this material revision. There was no fiscal impact on the overall LCFF funding allocation, as the revision reflected a technical correction to projections. The Superintendent recommended the approval of this item. Ms. Betry asked the Board if there were any questions, to which there were none.

Ms. Gothold moved to approve the OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP"). Ms. Varuzhanyan seconded. There was no further discussion from the Board. The motion passed unanimously by roll call vote.

C.2 OFY-SG Academic Calendar for Fiscal Year 2026-2027

Ms. Frymark presented on the OFY-SG Academic Calendar for Fiscal Year 2026-2027. The Board was asked to review and consider approval of the calendar, which serves to assist school leaders in the planning of instructional operations, reporting, school holidays, and related school functions. The calendar dates were drawn from multiple sources, including the School's Charter Petition, which mandates that OFY-SG shall be in session for at least two hundred forty (240) instructional days between July 1st and June 30th of each school year. The presentation included both a public-facing academic calendar and an internal track calendar used as a guide to ensure all operational requirements are met. The calendars apply to all employees, with specific provisions outlined for exempt and non-exempt status. Ms. Frymark noted that during floating weeks, the School is required to remain open to provide curriculum, tutoring, and other school-related services to students and the community. There was no fiscal impact associated with the adoption of the calendar. The Superintendent recommended the approval of this item. Ms. Frymark asked the Board if there were any questions, to which there were none.

Ms. Gothold moved to approve the OFY-SG Academic Calendar for Fiscal Year 2026-2027. Ms. Varuzhanyan seconded. There was no further discussion from the Board, and the motion passed unanimously by roll call vote.

C.3 OFY-SG Response to Immigration Enforcement Policy and Procedures

Ms. Frymark presented the OFY-SG Response to Immigration Enforcement Policy and Procedures. The Board was asked to review and consider approval of the comprehensive policy, which is mandated by Education Code §234.7 and was developed to ensure a safe, inclusive, and disruption-free learning environment. The policy aligns with several sections of the Education Code and federal student privacy laws, including protections related to directory information limitations (EC §49061) and personal information protections (Civil Code §1798.3). Key provisions of the policy included a strict prohibition on collecting information regarding the citizenship or immigration status of students or their families unless specifically required by state or federal law. The policy formalizes information-sharing restrictions, prohibiting the voluntary disclosure of student records to enforcement authorities and requiring that all warrants or subpoenas be reviewed by the Superintendent and legal counsel to verify their validity before a response is issued. Regarding campus access, the policy mandates that all visitors, including immigration enforcement officers, must register with school staff. Entry into "nonpublic" areas—specifically identified as classrooms, administrative offices, bathrooms, and kitchens—is strictly prohibited without a valid judicial warrant signed by a judge.

Additionally, the policy addresses student safety and emergency preparedness by authorizing the release of students to designated emergency contacts or individuals presenting a compliant Caregiver's Authorization Affidavit (Family Code §§6550–6552). Ms. Frymark informed the Board that School leadership worked with Education Dynamics, Inc. ("EDI") to update the Student Information System ("SIS") on March 20th to include this compliant affidavit. The policy further reaffirms anti-discrimination protections and requires ongoing training for students and staff on bullying prevention related to national origin or immigration status. Ms. Frymark noted that the School has already completed the required posting of the Attorney General's "Know Your Educational Rights" guidance in all necessary languages. The minimal costs associated with incorporating the new Caregiver Affidavit into the SIS were absorbed into the School's operational budget. The Superintendent, Director of Schools, and legal counsel recommended the approval of this item .Ms. Frymark asked the Board if there were any questions.

Ms. Gothold commented on the necessity of these procedures to protect the School community.

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Ms. Gothold moved to approve the OFY-SG Response to Immigration Enforcement Policy and Procedures to ensure compliance with California law and to formally adopt the uniform procedures therein protecting student privacy, school safety, and continuity of instruction, and to grant the Superintendent (or Designee) the authority to make modifications to the policy and/or procedures to align with legislative changes. Ms. Varuzhanyan seconded. There was no further discussion from the Board, and the motion passed unanimously by roll call vote.

5. Adjournment

Ms. Gondo indicated that the next regularly scheduled Board meeting will be on May 21, 2026 at 10:30 A.M. (PT). There were no additional comments or questions prior to adjournment.

Ms. Gothold moved to adjourn. Ms. Varuzhanyan seconded. The motion passed unanimously by roll call vote. The meeting was adjourned at 11:21 A.M. (PT).

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

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A.3 OFY-SG Revised Fiscal Policies and Procedures

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

May 2026

Agenda Item: OFY-SG Revised Fiscal Policies and Procedures

Purpose: The Board will review and consider the approval of the OFY-SG Revised Fiscal Policies and Procedures.

The updates to the Fiscal Policies and Procedures expand the delegation of financial authority across roles, including the Superintendent and Assistant Superintendent, which reduces the administrative burden on Principals and Assistant Principals and decreases reliance on the Charter Management Organization (CMO) for approvals. Approval thresholds have been adjusted to streamline operations. Financial reporting has been enhanced, with monthly and quarterly reports now reviewed by a broader team to improve accountability and accuracy. Additional updates simplify the implementation of Statutory Payroll Adjustments and introduce a structured process for Continuous and One-Time Stipend Payments. Record Retention Periods and credit card authorization limits have been clarified, while employee tuition reimbursement policies and approvals granted for Superintendent's specific personal expense reimbursement and credit card expense reporting. Overall, the revised policy strengthens operational efficiency, reinforces compliance, and upholds high standards for financial oversight.

	Non-Related Party Expenses & Contracts	Monthly Credit Card Limit
Governing Board of Directors	$250,000.01 +	-
President of the Charter School	-	-
Superintendent	$100,000.01 - $250,000	$15,000
Assistant Superintendent / Director of Schools	$5,000.01 - $100,000	$10,000
Principal (or Principal Designee)	$2,500.01 - $5,000	$7,000
Assistant Principal (or Assistant Principal Designee)	Up to $2,500	$5,000

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Revised Fiscal Policies and Procedures.

Options For Youth – San Gabriel Charter School
Fiscal Policies & Procedures

Approved by the Board of Directors,_____, 2024

1. Introduction

The Governing Board of Options For Youth – San Gabriel, Inc. (hereinafter referred to as the "Charter School") has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the Charter School to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately, as well as to ensure the application of best practices with respect to fiscal matters of the Charter School.

The Charter School has contracted with 9 Dot Education Solutions, LLC (hereinafter referred to as "9 Dot") for various business services, including but not limited to: budgeting, financial reporting, and forecasting; accounting and bookkeeping; cash management; payroll processing; and retirement reporting.

"Principal" shall hereinafter throughout these policies and procedures be defined as a principal of the Charter School or a Principal Designee (as defined herein). "Principal Designee" shall hereinafter throughout these policies and procedures be defined as the designated individual as authorized by the Governing Board of the Charter School to act with the authority of a Principal of the Charter School. "Assistant Principal" shall hereinafter throughout these policies and procedures be defined as an assistant principal, assistant principal of instructional operations (APIO), assistant principal of instructional programs (APIP) of the Charter School, or an Assistant Principal Designee (as defined herein). "Assistant Principal Designee" shall hereinafter throughout these policies and procedures be defined as the designated individual as authorized by the Governing Board of the Charter School to act with the authority of an Assistant Principal of the Charter School.

The Charter School and OFL-Baldwin Park, Inc. have entered into a Memorandum of Understanding dated July 1, 2023 (also known as the "Shared Employee Lease Agreement") under which the parties have agreed to share the services provided by certain OFL-Baldwin Park, Inc. employees ("SELA Employees") in connection with the provision of an online educational program for the Charter School's students both during the regular academic year and intersessions. A second Memorandum of Understanding also dated July 1, 2023 was entered into by the Charter School and OFL-Baldwin Park, Inc. to clarify certain responsibilities of the SELA Employees under the Shared Employee Lease Agreement. Principal Designee, as defined herein above, shall also include SELA Employees in a Principal position who supervise the Charter School's online program staff. Assistant Principal Designee, as defined herein above, shall also include SELA Employees in an Assistant Principal position who supervise the Charter School's online program staff.

2. Accounting Procedures

This section covers basic accounting procedures for the Charter School. The accounting procedures used by the Charter School shall conform to Generally Accepted Accounting Principles ("GAAP").

California Code of Regulations (CCR), Title 5 Section 15071 requires that charter schools follow the California School Accounting Manual (CSAM), issued by the California Department of Education's (the "CDE") School Fiscal Services Division. The CSAM provides guidance for school district and charter school accounting and is available from the CDE's website at www.cde.ca.gov/fg/ac/sa. All charter school accounting personnel should be familiar with and have access to this manual.

A. Basis of Accounting

Primarily Responsible Parties: 9 Dot Controller, 9 Dot Corporate Controller and/or 9 Dot CFO (collectively, for the purpose of this Section 2, "**Primarily Responsible Parties**")

Procedures:

- □ General
  - The Month End Close period lasts ten (10) business days, starting on the 1st business day after Average Daily Attendance ("ADA") and student count is provided to the Accounting Team.
  - Full annualized Month End Close will be provided starting with the Month 3 (Sept) close.
  - The period cut-offs are on the last day of the month.

- □ Month-End Close
  - A detailed Close Calendar and Checklist is used every month to ensure all journal entries and tasks have been performed.

- □ A Month-End Close Checklist exists listing all the journal entries that have to be recorded and all the tasks that have to be performed each month and for the Charter School. As items are completed, they are designated as completed on the Checklist by each responsible party. The Primarily Responsible Parties review them to ensure that they have all been completed.

- □ Journal entries
  - Journal entries must be supported with adequate documentation and reviewed by a person different than the preparer. For purposes of this Section 2A as it relates to journal entries, the 9 Dot Assistant Controller, 9 Dot Controller, 9 Dot Divisional Controller and 9 Dot Corporate Controller shall be designees of the 9 Dot CFO.
  - 9 Dot Senior Accountants and 9 Dot Department Accountants (when applicable) record all the journal entries in Workday and attach all the supporting documentation in the system. Journal entries below a certain amount get directly posted by the system and journal entries that require authorization depend on the threshold limits that were set-up in Workday, as follows:
    - > $15k journal entries for revenue accounts – 9 Dot Assistant Controller, 9 Dot Controller and/or 9 Dot CFO
    - > $50k journal entries – 9 Dot Assistant Controller, 9 Dot Controller and/or 9 Dot CFO
    - > $100k journal entries– 9 Dot Divisional Controller and/or 9 Dot CFO
    - > $1m journal entries– 9 Dot Corporate Controller and/or 9 Dot CFO
  - System Control – there are cross-validation rules set-up within Workday, to ensure that no other entity's transactions can be recorded to the Charter School (and vice versa).

- □ Revenues, Estimates & Calculations
  - Revenue estimates are calculated by the 9 Dot Senior Accountants and reviewed by the 9 Dot Controller every month in Excel. The revenues estimate is based on the ADA multiplied by the Local Control Funding Formula for the State of California. The Charter School submits the ADA data each month. The Superintendent verifies its accuracy and provides this ADA data to the 9 Dot Controller. The Fiscal Crisis & Management Assistance Team (FCMAT) website provides the Local Control Funding Formula Calculator for the State of California. The revenues are calculated each month for the month close, and recorded on an accrual basis. The Revenue account will be reconciled and trued-up at the "P2" stage (around March/April).

- □ Allocations of Revenues and Expenses
  - 9 Dot Senior Accountants or 9 Dot Department Accountants run reports of "LOC 100" for the Charter School. This is the "allocation location" sub-account used for the Charter School where expenses and revenues are recorded during the month, because the Charter School can have multiple resource centers. At the end of the month, the allocation process consists of allocating these expenses and revenues out of "LOC 100" and into the relevant resource center of the Charter

School. The Revenue allocation is based on ADA for each location. The Expense allocation is based on enrollment for each location. This is reviewed by the 9 Dot Controller.

- □ Profit & Losses ("P & L")
  - A consolidated detailed P&L is generated from Workday comparing Actuals versus Forecast and versus Budget. This is reviewed by the 9 Dot Controller, then it is E-mailed to the 9 Dot Corporate Controller/CFO who also reviews it, before it is distributed to the Charter School.
  - The Charter School follows the government guidelines relating to the SB740 funding process. An SB740 Report is prepared for the Charter School and is generated from Workday by the 9 Dot Senior Accountants. These reports are reviewed by the 9 Dot Controller and then E-mailed to the 9 Dot Corporate Controller/CFO. The 9 Dot Corporate Controller/CFO compares each line on the current month SB740 Report versus the previous month to identify any unusual increases or decreases.

- □ Monthly P&L Reviews with Entity Management
  - Monthly P&Ls are provided by the Primarily Responsible Parties to the Charter School's Superintendent.

- □ Additional P&L Review
  - Monthly P&Ls may also be provided by the Primarily Responsible Parties to the Director of School Business of the Charter School's educational services provider (hereinafter referred to as "Director of School Business").
  - Additional meetings may be scheduled to review P&L as needed and/or requested.

- □ Account Reconciliation
  - General ledger balances must be reconciled to subsidiary ledgers or other supporting records.
  - Account reconciliations must be reviewed by an individual at a level higher than the preparer.
  - All balance sheet accounts are reconciled monthly. This is done within one consolidated Excel file and it is saved in the Accounting Shared Drive. The monthly Close Checklist includes the Account Reconciliations that must be performed on a monthly, quarterly and annual basis.
  - The 9 Dot Controller reviews each entities' balances that are high or have unusual balances based on account category and activity. This review is done in Workday.

- □ Reporting Requirements
  - There are several reporting requirements, which are prepared by the 9 Dot Senior Accountants and reviewed by the 9 Dot Controller and CFO:
    - Preliminary budget submission to the District on or before July 1
    - 1st Interim Report for July 1 through October 31: sent on or before December 15.
    - 2nd Interim Report for July 1 through January 31: sent on or before March 15.
    - Unaudited Actuals for July 1 to June 30: sent on or before September 15.
      Audited Financial Statements
  - These reports are then sent to the 9 Dot Controller and CFO. Before they are submitted to the State Agency, 9 Dot sends these reports to the Superintendent for review and approval.

B. Record Keeping

Policy: Financial records will be retained for a minimum of seven years or as outlined in the Record Retention Policy attached hereto as "Addendum A".

Procedures:

- □ Subject to the Record Retention Policy, 9 Dot will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation at its site until the prior year audit has been completed.
- □ 9 Dot will deliver financial records to the Charter School for storage for the remaining years of the seven-year retention period.
- □ Physical financial records will be shredded, and electronic financial records will be deleted and/or otherwise removed from the system, at the end of their retention period.

In the event that the Charter School, the Governing Board, and/or 9 Dot require additional suggestions for record keeping, they will consult the Fiscal Crisis and Management Assistance Team (FCMAT), *Charter School Accounting and Best Practices Manual*.

3. Internal Controls

9 Dot employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer or ink. Completion by pencil is not permitted. 9 Dot employs various electronic systems and processes to complete the work associated with its fiscal operation. The electronic systems 9 Dot chooses to use may change over time and new electronic systems may be introduced; provided, however, 9 Dot will configure the electronic systems to ensure they align to Charter School's internal controls.

A. Lines of Authority

Governing Board of the Charter School

- □ Approves the fiscal policies and procedures and delegates implementation of the policies and procedures to the Superintendent, Assistant Superintendent of Instruction, Assistant Superintendent of Business Operations, Director of Schools, Principal (or Principal Designee), Assistant Principal (or Assistant Principal Designee), and 9 Dot.
- □ Reviews and updates the financial policies and procedures as needed.
- □ Approves the opening and closing of bank accounts and the list of Charter School authorized signers and the Charter School address on record.
- □ Approves all lines of credit and loans from third parties.
- □ Reviews and approves the annual budget, and reviews regular interim financial reports.
- □ Reviews and approves contracts and purchases of $250,000.01 or more; provided, however, that the Governing Board, in its discretion, may require its approval of expenditures of any type or amount.
- □ Reviews and approves any and all contracts and purchases with Related Parties (as defined in the Procurement Policy below).
- □ Reviews the annual financial audit. 9 Dot will use reasonable efforts to provide the annual financial audit to the Governing Board for the Governing Board's review prior to the audit submission due date of December 15.

Superintendent of the Charter School

- □ Develops the annual budget with the assistance of the Assistant Superintendent of Business Operations, Director of Schools, Director of School Business, and 9 Dot.
- □ Reviews and approves contracts and purchases between $100,000.01 and $250,000 per region for the Charter School.
- □ Oversees the Charter School's service provider selection process.

Assistant Superintendent of Business Operations and Director of Schools of the Charter School

- □Develops the annual budget with the assistance of the Principal (or Principal Designee), Director of School Business, and 9 Dot.
- □Reviews and approves contracts and purchases between $5,000.01 and $100,000 per region for the Charter School.
- □Consults with 9 Dot to ensure the Charter School's expenses are aligned with SB740 and Pupil-Teacher Ratio (PTR) requirements.
- □Oversees the Charter School's service provider selection process.

Principal (or Principal Designee) of the Charter School

- □Reviews and approves contracts and purchases between $2,500.01 and $5,000 for the Principal's Region.

Assistant Principal (or Assistant Principal Designee) of the Charter School

- □Reviews and approves contracts and purchases up to $2,500 for the Assistant Principal's Region.
- □Oversees obtaining quotes as outlined in the Procurement Policy below.

B. Segregation of Duties

Policy: The Charter School's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the Charter School's assets while also considering efficiency of operations.

Procedures:

- □ Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts in the event that the Charter School, the Governing Board, and/or 9 Dot require additional suggestions for internal controls, they will consult the Fiscal Crisis and Management Assistance Team (FCMAT), *Charter School Accounting and Best Practices Manual*.

4. Financial Planning & Reporting

A. Budgeting Process

Policy: In consultation with the Superintendent, Assistant Superintendent of Business Operations, Director of Schools, and the Director of School Business, 9 Dot will prepare a recommended annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board of the Charter School prior to the start of each fiscal year or the deadline set forth by the Charter School's authorizing district, whichever occurs first. At all times, the Charter School's Governing Board is ultimately responsible for establishing the Charter School's budget priorities.

Procedures:

- □Under the supervision of the Governing Board, 9 Dot will work together with the Superintendent, Assistant Superintendent of Business Operations, Director of schools, and the Director of School Business to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- □9 Dot will ensure that the budget is developed using the Charter School's standard revenue recognition and cost allocation procedures.
- □9 Dot, in consultation with the Governing Board of the Charter School, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- □The Governing Board of the Charter School will review and approve the budget no later than its last meeting

prior to the start of the next fiscal year or the deadline set forth by the Charter School's authorizing district, whichever occurs first.

B. Internal Financial Reports

Policy: The Charter School's Superintendent, Assistant Superintendent of Business Operations, and Director of schools review regular Financial Reports on a monthly basis.

Procedures:

- □ Financial Reports include the Income Statement (including budget to actual variances), Balance Sheet, Financial Analysis, Cash Forecasts, and SB740. Financial Reports will be reviewed by the Superintendent, Assistant Superintendent of Business Operations, Director of schools, the Director of School Business, and the Accounting Team. If any issues are found (such as any issues related to SB740), an action plan will be developed and recommended to the Governing Board.
- □ 9 Dot will present the financial reports to the Governing Board of the Charter School on at least a quarterly basis.

C. Audit

Policy: Charter School will contract with a qualified independent certified public accounting firm to conduct an annual audit of the Charter School's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133.* The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies* Audit Guide (which can be found at http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/), in order to properly conduct the audit engagement. After six consecutive fiscal years, Charter School will require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel.

Procedures:

- □ 9 Dot will work with the auditor to provide any and all records needed by the auditor to prepare the Charter School's annual audit.
- □ The audit is due to all reporting agencies no later than the December 15th immediately following the close of the fiscal year being audited.
- □ The Charter School's Governing Board will approve the annual financial audit.

In the event that the Charter School, the Governing Board, Superintendent, Assistant Superintendent of Business Operations, Director of Schools, and/or 9 Dot require additional suggestions for financial planning and reporting, they will consult the Fiscal Crisis and Management Assistance Team (FCMAT), *Charter School Accounting and Best Practices Manual*.

D. Tax Compliance

Policy: Charter School's contracted audit firm will conduct the annual financial audit and prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be timely filed.

Procedures:

- □ 9 Dot will work with the tax preparer to complete the Charter School's tax returns.
- □ The 9 Dot Controller and CFO will review the tax returns before submitting to an Officer for review and signature.

□ Form 990 and the California Form 199 are due to all reporting agencies no later than May 15 immediately following the close of the fiscal year being reported.
□ The Charter School's Governing Board will approve the Form 990 and the California Form 199 at the board meeting following the May 15 deadline.

E. SB740 Spending

The Charter School is classified as a non-classroom school in accordance with Education Code Section 47612.5. All non-classroom based charters must file an SB 740 Funding Determination Form to receive state and federal funding. Schools must file annually unless they receive multi-year determinations (up to five years).

In general, unless otherwise exempt, the following three criteria must be met in order for non-classroom based charters to be approved for full funding levels: (1) at least 80 percent of total revenues must be spent on instruction and related services, (2) at least 40 percent of public revenues must be spent on certificated staff salaries and benefits, and (3) the pupil-teacher ratio must be equal to or lower than the pupil-teacher ratio in the largest unified school district in the county or counties in which the school operates or the school must maintain a minimum of 25:1 ratio. A school that fails to meet these requirements may receive substantial cuts in its funding level.

Policy: In the event that, for three consecutive months the SB740 certificated spending falls outside the range of 43%-50% and/or instructional spend falls outside the range of 81%-85% and there is a need to spend, the Superintendent, and the Assistant Superintendent of Business Operations will present an action plan to the Governing Board of the Charter School to address the need to spend / need to save circumstances.

Procedures:
The Superintendent and Assistant Superintendent of School Business Operations will have from when an SB740 report was provided until the next board meeting to develop a plan to present to the Governing Board at its next board meeting.

5. Revenue & Accounts Receivable

A. Accounts Receivable

Policy: This process covers the functions involved in billing, cash receipts, cash application and accounts receivable.

Primarily Responsible Parties: 9 Dot Accounts Receivable Department Accountant ("ARDA"), 9 Dot Accounting Coordinator ("AC"), 9 Dot Accounting Analyst and 9 Dot Controller.

Procedures:
□ Billing – Creating an Invoice
- The 9 Dot Accounting Analyst creates an invoice based on billing schedules and contracts received from the billing entity and sends it to the ARDA, who verifies in Workday whether the invoice has been entered yet.

□ Billing – Processing an Invoice
- The ARDA gives the back-up support to the 9 Dot Corporate Controller for review and verification of the general ledger coding. The 9 Dot Corporate Controller receives a notification in Workday to process the AR invoices.

□ Student Payments

- Students may pay for certain school-related events or activities (including but not limited to prom night and graduation) by money order or cashier's check only. The Charter School will not accept cash or personal checks for such payments.
- The individual at the Charter School who collects such payments from students will keep a record that includes the date, school name, center name, student name, amount of payment, and purpose of payment (e.g., tickets, cap and gown, etc.) ("Student Payment Record").
- The Principal (or Principal Designee) will send the money orders and/or cashier's checks along with the Student Payment Record to the 9 Dot Accounting Coordinator.

□ Deposits

- Checks are received from the Charter School directly by a 9 Dot employee and are kept in a secure locked location. Bank deposits are done by a 9 Dot employee, independent from the Charter School employee who received the checks and from the 9 Dot employee who does the recording in the general ledger. The ARDA prints each journal entry confirmation document, attaches it with the copy of the bank stamped deposit slip, check stubs and any other support and the full package is scanned.
- 9 Dot's Accounting Coordinator completes the Bank Deposit Slip manually and takes the checks to the bank. Checks are deposited once or twice a week, depending on the volume and on the values.

B. Petty Cash

Policy: The purpose of this policy is to communicate the effective use and security of the Charter School's petty cash funds. These procedures have been established to encourage the prudent internal control of cash handling operations. Adherence to the provisions set forth herein is mandatory. Authorized petty cash funds, petty cash checking accounts, and cash drawers are part of the Charter School's assets and must be accounted for accurately.

Primarily Responsible Parties: Assistant Principal (or Assistant Principal Designee) and 9 Dot Accounts Payable Supervisor

Procedures:

□ Petty Cash – Purpose and Use

- Each Charter School resource center will have a maximum petty cash fund as follows:
  - Up to 250 students enrolled: $500
  - 251-350 students enrolled: $600
  - 351 or more students enrolled: $700
- Any amount over the resource center's maximum petty cash fund will be deposited in the bank.
- Petty cash funds are to be used for small, incidental purchases and to provide departments with sufficient cash to cover minor Charter School-related expenditures.
  - Petty cash can be used as reimbursement for small expenses when it is infeasible or impractical to use other purchasing means – Ex: Cab fare
  - The petty cash system was not designed and should not be used to bypass the Accounts Payable ("AP") or purchasing processes.
  - Claims for petty cash reimbursements must be submitted on the fifth (5^{th}) business day of each month following the month the petty cash funds were used and must be supported by original valid receipts.
  - The petty cash funds should not be commingled with any other funds, including other Charter School funds.

□ Non-Allowable Petty Cash Uses

- Petty cash funds may not be used for non-school related activities or expenses. Some non-allowable expenses include, but are not limited to:
  - Salaries or overtime
  - Charitable contributions
  - Subscriptions and publications

□ Custodian of Petty Cash Funds

- The Assistant Principal (or Assistant Principal Designee) shall designate a 'Custodian' who is responsible for the control and disbursement of the petty cash funds as well as the reimbursement and approval of all petty cash transactions. The Assistant Principal (or Assistant Principal Designee) has the right to change the Custodian. When a change of Custodian is made, the new Custodian must follow the same procedures.
- Responsibilities of the Custodian:
  - Secure and limit access to petty cash funds;
  - Monitor petty cash requests to ensure they are in compliance with the Charter School policy;
  - Maintain receipts and detailed records to support all transactions; and
  - Notify 9 Dot Accounting Department of any issue with the account (e.g. theft, overage, and deficit).
- When the Custodian is absent or on vacation, the Assistant Principal (or Assistant Principal Designee) may place the petty cash fund with a temporary Custodian. The temporary Custodian must adhere to these policies and procedures.

□ Advanced Petty Cash Disbursement

- The Custodian may advance petty cash to an employee in anticipation of a purchase. The Custodian is required to give the employee requesting petty cash a receipt of the funds. Both the employee and Custodian are required to sign the receipt. The original receipt is given to the employee and the copy is kept in the petty cash drawer.
- The receipt should have the following:
  - Name of employee who is receiving the petty cash;
  - The date; and
  - A detailed description of the business purpose of the petty cash.
- Since the purchase has not been made at the time of the petty cash withdrawal, the amount withdrawn may vary from the amount of the actual purchase.
  - If the actual expenditure was less than the amount advance, the employee must return the excess cash together with original cash receipts of the expenditure is submitted to the petty cash Custodian.
  - If the actual expenditure was more than the amount advance, requiring an outlay of personal funds by the employee making the purchase, the employee may be reimbursed for the excess amount after submitting adequate documentation to support the expenditure to the petty cash Custodian.
  - If the actual expenditure was equal to the amount advance, the employee must submit original cash receipts to the petty cash Custodian.

□ Petty Cash Reimbursement Request

- Expenditures from Petty Cash must be approved by the Custodian's supervisor and supported by original receipts.
- The 9 Dot Accounts Payable Supervisor ("9 Dot AP Supervisor") maintains a list of the petty cash

limit that was approved by each Principal (or Principal Designee) for each resource center. A resource center cannot go over that limit. Custodian submits a "Petty Cash Reimbursement Request" along with the original receipts to the 9 Dot AP Supervisor. The request must be approved by the Assistant Principal (or Assistant Principal Designee) or the Principal (or Principal Designee).

□ Petty Cash Security
- To prevent access by anyone except the Custodian, petty cash must be secured such as by way of a locked box in a desk or cabinet that is locked whenever the Custodian is not present. Only the Custodian and the Assistant Principal (or Assistant Principal Designee) should have access to the keys.
- In the event of a theft or disappearance of any funds, the Custodian must notify the 9 Dot AP Supervisor as soon as the loss is discovered. The Custodian is ultimately responsible for implementing measures that ensure the safeguarding of all petty cash funds against theft or loss.
- Petty cash funds can never be left unattended or unsecured. If an employee leaves his or her work station for any reason, regardless of how briefly, funds must be appropriately secured in a locked place.

□ Audits
- Petty cash funds, petty cash checking accounts, and cash drawers or registers are subject to unannounced periodic audits by both internal and external auditors to ensure the funds are maintained in compliance with this policy. The cash and receipts must at all times be equal to the established value of the petty cash fund.
- A designated individual will perform the audit in the presence of the Custodian. In the absence of the Custodian, a witness must be present during the counting of the funds. The Custodian will sign off on the count sheet acknowledging that he/she agrees with the findings.

In the event that the Charter School, the Governing Board, and/or 9 Dot require additional suggestions for financial planning and reporting, they will consult the Fiscal Crisis and Management Assistance Team (FCMAT), *Charter School Accounting and Best Practices Manual*.

6. Payroll

A. Payroll

Policy: This policy covers the functions involved in the preparation and review of payroll calculations and payments for hourly and salaried employees. Payroll shall be evaluated annually to prevent payroll fraud.

Primarily Responsible Parties: 9 Dot Payroll Manager, 9 Dot Payroll Director, and Charter School Staff

Procedures:
- □ General
  - The primary function of the 9 Dot payroll team is to ensure payment of accurate employee wages, reduced by required and voluntary deductions, per the established payroll calendar, observing all wage and hour compliance rules.
  - There are 2 systems that are used:
    - Workday
    - OneSource Virtual (OSV) (which has 3 portals: the Support Portal, to open tickets to ask questions and to request actions; the Banking Portal which provides information about

payroll and tax payments processed by OSV; and the Tax Portal for records of tax payments and quarterly reports to Federal, State, etc.)

- The 9 Dot Payroll team receives a notification E-mail directly from Workday when a new employee is hired, terminated or voluntarily leaves the Charter School.

□ Time Sheets and Overtime

- Hourly employees clock in and out in Workday, when they arrive in the morning, when they go to lunch, when they return from lunch and when they leave at the end of the day to show the time worked. They have to submit their Time Sheet on a weekly basis, and their supervisor reviews and approves it.

□ Time Off

- All employees (hourly and salaried) must submit their time off requests in Workday, which are reviewed and approved by the employee's supervisor.
  - Subject to Time off accrual practices established by the charter school, Time off requests submitted by the Superintendent will be processed without prior approval. 9 Dot will prepare a Superintendent time off request report, which will be presented to the Governing Board for approval at its regular meetings.
- Payroll monitors and reports accurate employee accruals and balances for time off.

□ Retroactive Payments

- Human Resources ("HR") will enter in Workday retroactive compensation changes. The compensation change and retroactive date entered will be reviewed and approved by the Charter School in accordance with applicable law. This may cause a retroactive payment to be processed for the employee. All retroactive payments will go through the payroll system similar to other payroll payments.

□ Statutory Payroll Adjustments

- In the event of payroll increases resulting from statutory requirements, such as federal or state minimum wage adjustments, the Superintendent is authorized to make these mandated adjustments as necessary to ensure compliance with applicable laws, irrespective of the fiscal impact. The Governing Board will be notified of any such adjustments during the next regular scheduled board meeting.

□ Continuous and One-Time Stipend Payments

- **Policy:** Federal law holds that overtime compensation is based on an employee's "regular rate of pay". Under the Federal Labor Standards Act ("FLSA"), the regular rate of pay at which an employee is employed includes all compensation paid to employees. Stipends constitute as wages that must be included in a Non-Exempt (hourly) employee's "regular rate of pay" for the purpose of calculating an employee's overtime pay. Failing to include such compensation in the regular rate of pay results in the employee being underpaid for overtime wages earned. Continuous and One-Time stipends for non-exempt employees must be paid each pay period while the work is conducted vs on a Monthly, Quarterly, or at the end of the Semester. The 9 Dot Education Solutions payroll department will provide the principals a Continuous and One-Time Stipend template. The template will be used to track and process all non-exempt employees' stipend payments to be paid in the corresponding pay period as the work is performed.

- Procedures for Non-Exempt Staff:
  - Principals will need to complete the Continuous and One-Time Stipend template for non-exempt employees who will conduct work in a specified date range.

        - All stipends, continuous and one-time, are to be submitted using the Continuous and One-Time Stipend template.
        - There are separate tabs for continuous and one-time stipends and reference tabs that outline what qualifies for each stipend type.
        - Submission deadlines are included on the template and on the continuous and one-time stipend tabs of the spreadsheet.
        - The Continuous and One-Time Stipend template will be provided to payroll by E-mail before the non-exempt employee starts conducting the work.
        - Principals must enter the "Coverage Date Start" to indicate the employee's first start date to work on the assignment.
        - Principals must enter "Coverage Date End" to indicate the employee's last date the work assignment is complete.
        - Providing coverage dates will ensure the correct FLSA premium in the corresponding pay period where Overtime and Double Time is reported.
        - Principals must complete all fields on the template corresponding to the continuous and one-time stipends.
        - Failure to pay non-exempt stipends on time each corresponding pay period is a FLSA and PAGA violation.
    - Procedures for Exempt Staff:
        - All stipends for exempt employees will be processed through Workday by the principal as they see fit.
        - Principals will be responsible for submitting stipends in a timely manner throughout the school year.
        - Stipends must be submitted and paid within the current school year to remain in compliance for using funds corresponding to the school year.

□ Pre-Payroll Processing
    - Prior to a payroll submission date, several reports are run in Workday by the 9 Dot Payroll Coordinators, 9 Dot Payroll Specialists, and 9 Dot Payroll Managers to verify and ensure that all the information is correct prior to processing the payroll submission (if applicable):
        - "Time Off" reports
        - "Audit Pay Calculation Results for Non-Active Workers" reports to ensure that terminated employees are no longer showing up
        - "Additional Duty Time Blocks" reports for the teacher's additional hours
        - "Composite Time Block" reports
        - "Retro Pay" reports
        - "Compensation Changes Effective for Period or Prior" reports
        - "Unmatched events this week" in case an hourly employee has forgotten to clock in or out

□ Payroll Processing
    - On the Tuesday of payroll submission week, Payroll Managers run and review the following reports:
        - "Pay Calculations" reports
        - "Composite Time Block" reports
        - "Mass Advance Business Process" reports

        - "Retro Pay Calculations" reports
    - If all the information looks correct, the 9 Dot Payroll Managers perform the "Run Retro Pay Complete" and run the "Pay Complete Off Cycle" and the "Pay Complete On Cycle". A communication is sent to One Source to notify them a payroll has been completed so that they may initiate fulfillment of payroll payments and payroll tax payments.

- Payroll Review
    - The 9 Dot Payroll Director generates a "Payroll Register" and exports it to Excel, to review the Charter School's totals and identify any unusual fluctuations from one month to another.
    - In the event the Charter School runs a summer school program, then there will be an increase in payroll during the summer months.
    - 9 Dot Payroll staff members audit the payroll register and any support from the pay period to ensure everything has been processed correctly.

- Payments Processing
    - The 9 Dot Payroll Managers open a ticket in OneSource in the Ticket Portal to inform OneSource that the payroll is ready for payment processing.
    - OneSource processes the payroll payments whether by Direct Deposit or by Check (as selected by the employee in Workday). The majority are paid through Direct Deposit and there are usually a small number of employees paid by check. OneSource sends those checks by FedEx overnight to the 9 Dot Payroll Managers who then mail these checks to the employees.

- Special Payments Processing
    - When an employee leaves the company, their final paycheck is usually processed by a manual check, within the time limits determined by state or federal guidelines.

- Payroll in General Ledger
    - Payroll transactions are recorded in the general ledger automatically when the payments are made.

- Retirement Processing
    - Within five (5) business days after pay date, employee retirement deductions are verified and funded to the retirement plan.
    - Payroll provides data to HR for retirement compliance testing and audit each plan year.

- Payroll Taxes and Filings
    - OneSource processes the Tax Filings and submits the payments to the Federal and State Agencies on a timely basis as required. OneSource provides the 9 Dot Payroll Director with Quarterly Tax Reports, to evidence the payments that they have made to the IRS and to the EDD, etc. Taxes for the Charter School are required to be paid either on a quarterly basis or on a bi-weekly basis, depending on the number of employees in the Charter School.

7. Procurement Policy

Primarily Responsible Parties: Governing Board, Superintendent, Assistant Superintendent of Business Operations, Director of Schools, Principal (or Principal Designee), and/or Assistant Principal (or Assistant Principal Designee).

A. Objectives

- The procurement process will be impartial, transparent, and based on the merits of a proposal and/or

supplier.

- To obtain quality supplies and services in the best interests of the Charter School and consistent with its funding restrictions.
- To obtain maximum value for all expenditures.
- To deal fairly and impartially with all vendors.
- All vendors' pricing should be competitive, but price is not the only criteria. Charter School is not required to select the vendor with the lowest price.
- A vendor should be able to demonstrate upon request that it is in good financial standing and has the required professional licenses and experience, and all vendors must have sufficient employees, equipment and facilities to perform the work required.
- Charter School shall adhere to all applicable laws for vendor background checks and tuberculosis screening with respect to any vendor employees which come into contact with Charter School's students.
- Charter School complies with all applicable federal and state laws regarding ethics and conflicts of interest.
- Establish a preference to vendor(s) with history of providing high-quality services or products to the Charter SchoolCharter School will not engage in any contracting or purchasing activities intended to circumvent the procedures in this Policy.

B. Background

As described in the charter, Charter School is one of many Options For Youth and Opportunities For Learning schools that share common founders. Charter School has a long history of serving at-risk students in grades 7-12, under a non-traditional educational program that helps them find the courage and discipline to re-engage in their education, earn a high school diploma, and follow their dreams after graduation, including the pursuit of post-secondary educational opportunities and entering the professional market. Charter School's success relies on the numerous operational services and supplies it procures through vendor contracts. Pursuant to this Policy and as set forth below, Charter School enters into all transactions and conducts business with all vendors at arm's length and complies with all applicable federal and state laws regarding ethics and conflicts of interest.

C. Definitions

- *Region.* The Charter School is structured into regions, with each region overseen by a Principal (or Principal Designee). Every contract or purchase requisition must clearly state which Region(s) will use the equipment, materials, supplies, or services.
- *Threshold.* The thresholds herein for procurement and approval are on a "per Region basis," except that thresholds will be aggregated if a contract or purchase is for multiple Regions. For example, if a contract is intended to cover services in four (4) Regions, the applicable threshold for procurement and approval would be multiplied by four (i.e., if a contract with a Non-Related Party will be for only one region, the threshold for Governing Board approval is $100,000.01; but if a contract will be for four Regions, the threshold for Governing Board approval is $400,000.04).
- *Purchase Amount.* For one-time purchases, the applicable procedure below depends on the total purchase amount, including all taxes, shipping charges, and other costs.
- *Aggregating:* Sometimes, multiple one-time purchases are made from the same vendor over time. It is within the discretion of the Superintendent, Assistant Superintendent of Business Operations, Director of Schools, Principal (or Principal Designee) of the applicable Region(s) whether to aggregate such purchases, taking into account the objectives of this procurement policy. Charter School will not engage in any contracting or purchasing activities intended to circumvent the procedures of this Policy.
- *Contract Amount.* For contracts with a fixed price, whether it is a single-year or multi-year contract, the applicable procedure depends on the total amount to be paid under the contract (e.g. for a three-year contract for $40,000 per year, the total amount to be paid is $120,000).
- *Contracts with No Fixed Price.* For contracts where the total amount to be paid cannot be determined at the time the contract is entered into (e.g. contracts for certain ongoing services at hourly rates or as-needed),

the applicable procedure depends on, in the judgment of the Superintendent, Assistant Superintendent of Business Operations, Director of Schools, Principal (or Principal Designee), or Assistant Principal (or Assistant Principal Designee) (as applicable), how much Charter School reasonably expects to pay under the contract each year. For any such contract, if Charter School ends up paying more than reasonably expected in a fiscal year, the Charter School is not required to re-do the procurement process, but the Superintendent, Assistant Superintendent of Business Operations, Director of Schools, Principal (or Principal Designee) and Assistant Principals (or Assistant Principal Designee) (as applicable) will take that into consideration when Charter School next enters into the contract for similar services

- □ *Related Party.* "Related Parties" are those listed by Charter School's auditor as related parties in the notes to Charter School's most recent audited financial statements reviewed by the Charter School's Governing Board, based on the auditor's application of the Financial Accounting Standards Board ("FASB") definition.[1] For any new vendor seeking to contract with Charter School, it is the responsibility of the vendor to inform Charter School's Superintendent, Assistant Superintendent of Business Operations, Director of Schools, Principal (or Principal Designee) or Assistant Principal (or Assistant Principal Designee) (as applicable) if the vendor may be a "Related Party" as defined by FASB, so that the Principal (or Principal Designee) or Assistant Principal (or Assistant Principal Designee) (as applicable) may work with the auditor to determine whether the vendor is a Related Party.

D. Approval Thresholds:

The Governing Board of the Charter School shall review and approve all contracts and purchases of $250,000.01 or more. The Superintendent shall review and approve all contracts and purchases between $100,000.01 and $250,000 for each Region. The Assistant Superintendent of Business Operations and Director of Schools shall review and approve contracts and purchases between $5,000.01 and $100,000. The Principal (or Principal Designee) shall review and approve contracts and purchases between $2,500.01 and $5,000 for the Principal's (or Principal Designee's) Region. The Assistant Principal (or Assistant Principal Designee) shall review and approve contracts and purchases up to $2,500 for the Assistant Principal's (or Assistant Principal Designee's) Region.

E. Procedures

The following procedures will be followed for all contracts for the purchase of goods (i.e., equipment, materials, and supplies) or services.

1. ***Request for Purchase of Goods***
    a. For the purchase of equipment, materials or supplies of any amount, the purchasing process begins with a requisition (request) for goods (submitted online through Workday) by either an individual or department within Charter School or in writing.
    b. Purchase requisitions must include the following information:
        i. Region(s) that will use the equipment, materials or supplies;

[1] Financial Accounting Standards Board ("FASB") standards define "Related Parties" to include:

a. Affiliates of the entity
b. Entities for which investments in their equity securities would be required, absent the election of the fair value option under the Fair Value Option Subsection of Section 825-10-15, to be accounted for by the equity method by the investing entity
c. Trusts for the benefit of employees, such as pension and profit-sharing trusts that are managed by or under the trusteeship of management
d. Principal owners of the entity and members of their immediate families
e. Management of the entity and members of their immediate families
f. Other parties with which the entity may deal if one party controls or can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests
g. Other parties that can significantly influence the management or operating policies of the transacting parties or that have an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.

ii. Description of equipment, materials, supplies, or services needed, including quantity if applicable;
iii. Date equipment, materials, supplies, or services are needed;
iv. Requesting department name and budget account number;
v. Any special shipping or receiving requirements;
vi. For textbooks, full ISBNs;
vii. Vendor name;
viii. Drawings or specifications that can help further document the purchase; and
ix. Any additional relevant information.

c. While vendors may make recommendations for purchases by the Charter School, only Charter School personnel can make a request that commences the purchasing process.

2. Request for Services

a. For a request for services of any amount, the process begins with a written request to the Principal (or Principal Designee) for services by an individual or department within Charter School.
b. Such written requests must include the following information:
   i. Region(s) that will use the services;
   ii. For airline tickets, each passenger's legal name, date of birth, gender, departure and arrival airport codes, and exact travel dates;
   iii. For vehicle rentals, vehicle type, dates of use, and pick-up and drop-off locations;
   iv. For service contracts, any requirements or qualifications and/or licenses, if known; and
   v. Any additional relevant information.
c. For subcontracted services (e.g., consultants, service technicians, and architects), the written request shall include:
   i. A complete description of the service to be performed – the deliverables;
   ii. Engineering drawings and specifications (if applicable);
   iii. Requirements for personnel qualifications and/or licenses;
   iv. Other documents such as insurance forms and certificates of insurance naming the Charter School as additionally insured; and
   v. Quality Standards to be applied.

3. Approval of Request

a. For the purchase of equipment, materials, supplies, or services of any amount, sufficient funds must be budgeted and available for the purchase or expenditure. A purchase requisition should not move forward if adequate funds are not available. The Superintendent (or Assistant Superintendent of Business Operations, Director of Schools, the Principal, Principal Designee, Assistant Principal or Assistant Principal Designee, as applicable) shall consult with 9 Dot to ensure the applicable expense aligns with the Charter School's SB740 and PTR requirements.
   The Superintendent shall review and approve all contracts and purchases between $100,000.01 and $250,000 for each Region. The Assistant Superintendent of Business Operations and Director of Schools shall review and approve contracts and purchases between $5,000.01 and $100,000. The Principal (or Principal Designee) shall review and approve contracts and purchases between $2,500.01 and $5,000 for the Principal's (or Principal Designee's) Region. The Assistant Principal (or Assistant Principal Designee) shall review and approve contracts and purchases up to $2,500 for the Assistant Principal's (or Assistant Principal Designee's) Region.

(1) The Charter School may have any of its support services provider(s) assist with purchasing processes and functions for the Charter School, so long as the Charter School complies with this Policy.

□ **Contracts and purchases up to $250,000 for a Region** (or aggregated if the contract or purchase is for multiple Regions)

- Multiple bids or estimates are not required.

- Purchase requisition must be approved online through Workday or in writing by the Superintendent, Assistant Superintendent of Business Operations, Director of Schools, Principal (or Principal Designee), or Assistant Principal (or Assistant Principal Designee), as applicable.
- The Governing Board will receive, on a regular basis, a report of the school's service contracts approved pursuant to this section.

□ **Contracts and purchases of $250,000.01 or more for a Region** (or aggregated if the contract or purchase is for multiple Regions)

- At least three quotes shall be obtained. A "quote" means a written bid or price estimate from the vendor's website or representative, and each quote must include enough relevant information about the contract or purchase allowing an informed decision that meets the objectives outlined in this Policy.
- In the event a vendor is the only vendor, or only one of two vendors, that can reasonably supply a certain product or service, it is permissible to solicit and accept only one or two quotes. In such case, the Charter School shall retain a written explanation as to why the vendor is the only vendor, or only one of two vendors, that can reasonably supply the particular product or service.
- The Governing Board will be presented with the Charter School's analysis and recommendation based on the objectives outlined in this Policy, and Governing Board approval is required. The applicable requester will be informed of any questions or adjustments before a recommendation is presented to the Governing Board. A contract, if applicable, will be executed by an authorized signer of Charter School.

(2) ***Related Party Vendors***. For any contract or purchase in which the Charter School will consider engaging a Related Party vendor to provide equipment, materials, supplies, or services to the Charter School, the vendor may not be selected and the procurement process may not be overseen by a support services provider or any other Related Party of the Charter School, regardless of the contract or purchase amount. For such contract or purchase, the vendor must be selected by the Governing Board or an employee of the Charter School unrelated to the vendors seeking to provide equipment, materials, supplies, or services, and the applicable procurement process set forth below must be overseen by an employee of the Charter School unrelated to the vendors seeking to provide equipment, materials, supplies, or services. A Related Party may not participate in the procurement process for any proposed contract or purchase in which the Related Party may have an interest.

□ **Contracts and purchases in any amount**

- Must go through a Request for Proposal ("RFP") process designed to ensure meaningful participation and submissions by multiple interested vendors.
- The Superintendent, Assistant Superintendent of School Business, Director of Schools, Principal (or Principal Designee) will present to the Governing Board their analysis and recommendation regarding any proposals received in response to the RFP, based on the objectives outlined in this Policy, and Governing Board approval is required. The Superintendent, Assistant Superintendent of School Business, Director of Schools, Principal (or Principal Designee) will notify the requester of any questions or adjustments before making their recommendation to the Governing Board. A contract, if applicable, will be executed by an Officer of the Charter School's Governing Board.

Notwithstanding the foregoing, these procedures for the purchase of equipment, materials, supplies, or services do not apply to the following:

□ Employment contracts

- □ Contracts or purchases approved or mandated by an authorizing agency.
- □ Publication and/or copyright materials purchased directly from the publisher or copyright holder.
- □ Repairs and/or parts associated with repairs to equipment obtained from an "Authorized Dealer" (i.e., a dealer certified by the manufacturer to sell and/or perform maintenance on their equipment).
- □ Catering, photography, audio visual, or other services from a facility rented for a meeting or conference if the facility has a policy requiring use of their in-house services or services from a pre-set list of vendors.
- □ Contracts or purchases in an "emergency" situation. "Emergency" is defined as work stoppage by the Charter School, threat of financial loss, or other situations that impair the health, welfare, and safety of students, staff, or public property. The Charter School shall retain documentation noting the urgency of the contract/purchase and justification and the contract or purchase must be approved by the Superintendent, Assistant Superintendent of Business Operations, Director of Schools, or Principal (or Principal Designee).
- □ The purchase, sale, lease, or transfer of real property on behalf of the Charter School. Any purchase, sale, lease, or transfer of real property must be evidenced by a written agreement approved by the Governing Board. The Governing Board will obtain at least two (2) quotes before entering into a transaction with a Related Party for the purchase, sale, lease, or transfer of real property on behalf of the Charter School.
- □ A loan, line of credit, and other debt incurred on behalf of the Charter School. Any loan, line of credit, or other debt instrument must be evidenced by a written agreement approved by the Governing Board. The Governing Board will obtain at least two (2) quotes before entering into a transaction with a Related Party for a loan, line of credit, or other debt incurred on behalf of the Charter School.
- □ Any contract or purchase in which other state or federal bidding or procurement laws apply, for example contracts for E-rate services. In such instances, the Charter School shall adhere to all applicable state and federal bidding and procurement requirements.
- □ Consent to assign an existing contract which was entered into in accordance with these policies and procedures; provided that such assignment does not result in a change to the material terms of such contract. In such event, an Officer, Superintendent, Assistant Superintendent of Business Operations, Director of Schools or Principal (or Principal Designee) may consent to such assignment on behalf of the Charter School.
- □ Annual renewal of property and casualty insurance, general liability insurance, and health insurance; provided that such renewal does not exceed an annual increase of 25%. An Officer of the Charter School may approve such insurance renewals, subject to ratification by the Governing Board. Notwithstanding the foregoing, any changes to the scope of insurance coverage or the amount of liability limits shall require prior approval by the Governing Board.

F. Recordkeeping and Reporting

- □ A file should be created and maintained for each vendor used by the Charter School for significant or ongoing purchasing. The vendor files may be organized alphabetically and include all relevant items related to that vendor. Documents in the vendor files shall be retained pursuant to the Charter School's Record Retention Policy.
- □ All price quotes and RFP documents shall be retained for at least the length of the relevant contract term and pursuant to the Charter School's Record Retention Policy.
- □ The Charter School adheres to all applicable federal and state laws regarding ethics and conflicts of interest, including the Political Reform Act and Government Code Section 1090. The Charter School has adopted a Conflict of Interest Code ("Code") that designates school decision makers who must file a Statement of Economic Interest ("Form 700"). The Superintendent, Assistant Superintendent of Instruction, Assistant Superintendent of Business Operations, Director of Schools, the Principal and Assistant Principal are designated filers under the Code. Additionally, any individuals involved in the purchasing process outlined above who participate in a decision-making role as to the Charter School, if any, will be designated in the Code or file as a Consultant under the Code.

The Charter School, the Governing Board, and/or 9 Dot may also consult the Fiscal Crisis and Management Assistance Team (FCMAT), *Charter School Accounting and Best Practices Manual*.

8. Credit Cards

Policy: Charter School credit cards shall only be issued to Charter School Superintendent, Assistant Superintendent of Instruction, Assistant Superintendent of Business Operations, Directors of Schools, Principals and Assistant Principals pursuant to a line of credit approved by the Governing Board and may only be used for expenditures related to the Charter School.

Primarily Responsible Parties: Credit card holders Supervisor or Governing Board (as detailed below) and 9 Dot Accounts Payable Supervisor

Procedures:

- New Credit Card Request:
  - After the Superintendent reviews and approves the "New Credit Card Request Form" for the applicable employee, it is submitted to the 9 Dot Department Accountant ("DA"). The DA then E-mails this form to the 9 Dot Corporate Controller for their records.
  - The employee must sign the "Credit Card Policy Agreement" attached hereto as "Addendum B" to acknowledge that they have read and they understand the policy, they accept the responsibility and liability for the card and they agree to follow the rules stated in the policy. It must be signed before the credit card is ordered. All the signed forms along with photocopies of each credit card (front and back) are kept by the DA.
- Spending Limits and Approvals:
  - Assistant Principals: Monthly spending limit of $5,000. If the limit is reached, any further charges require review and verification by the Principal and the Director of Schools. If purchases appear excessive or outside the normal course of business, the Director of Schools will escalate to the Superintendent.
  - Principals: Monthly spending limit of $7,000. Once the limit is reached, additional charges must be reviewed by their Supervisor. Any unusual purchases will be escalated to the Superintendent.
  - Directors of Schools, Assistant Superintendent of Instruction, and the Assistant Superintendent of Business Operations: Monthly spending limit of $10,000. If the limit is reached, additional charges require the Superintendent's review.
  - Superintendent: Monthly spending limit of $15,000. Once the limit is reached, additional charges require the Board President's review.
- Credit Card Statements:
  - The Department Accountant notifies each employee when their credit card statements are ready. The employee has ten (10) business days to submit their expense reports. The credit card statements are paid immediately to avoid late fees.
- Submission and Review of Expense Reports:
  - Each employee submits their completed expense report along with original receipts to their supervising position for review.
  - The Superintendent's expense reports, following standard receipt and documentation protocols, will be processed without prior approval and added to the consent log for ratification at the subsequent board meeting.
  - The employees complete their Expense Report in Workday with the following data:
    - Spend category
    - Name of entity
    - Physical location of entity

- Business purpose of expense
- Cost center

- Employees then submit the completed expense report along with the attached original receipts to their Supervisor for review. Any discrepancies are reported to the Superintendent.
- The DA reviews each expense report, line by line to ensure that all the fields are correctly populated (spend categories, purpose, cost center, physical location, etc.) and ensures that an itemized receipt has been provided for each expense.
- The 9 Dot AP Supervisor reviews the account coding for each line of each expense report, then it is sent to the 9 Dot Corporate Controller for last review. The 9 Dot Account Coordinator prepares the breakdown of the chargebacks between companies (if applicable) and sends this file to the 9 Dot AP Supervisor. The 9 Dot AP Team creates invoices (if applicable) and then generates actual checks in order to process these chargebacks in Workday.
- The DA completes a Monthly Log indicating the date when each employee has submitted their expense report, date that he or she reviewed it and date processed. The DA sends E-mail reminders to any late employee and to the employee's Supervisor..

9. Employee Expense Reimbursements

Policy For the reimbursement of out-of-pocket cash expenses spent by an employee of the Charter School, employees will be responsible for adhering to the Employee Expense Reimbursement Policy attached hereto as "Addendum C" and ensuring that any such purchases comply with the Procurement Policy set forth above.

Primarily Responsible Parties: Employee, Employee's Supervisor and 9 Dot Accounts Payable Supervisor

Procedures:
Employee responsibility when claiming a cash expense reimbursement:

- The employee will submit a Cash Expense Reimbursement report on a monthly basis (or as applicable), which will be due by the fifth (5^{th}) business day of the following month in which the expenses were incurred.
- The employee must create their cash expense reimbursement report in the Workday system.
- The employee must obtain an itemized receipt for each transaction and submit them with the cash expense report. The itemized receipt must include the following: the date of transaction, a clear description of each item purchased, the amount of each item, the total amount of the purchase and the name/address of the vendor or establishment. Employees should ensure a receipt can be obtained before spending.
- The employee shall indicate the business purpose of each expense.
- Each attendee's full name must be provided for each expense.
- The employee may only claim expenses that are reasonable and for a valid and necessary business reason.
- All mileage claimed must include a detailed Google or Yahoo map showing all the addresses (starting point and ending point). If the employee drove to multiple business-related locations within the same day, then each destination must also be included in the map.
- No personal expenses are allowed and claiming reimbursement for any personal expenses will require the employee to reimburse the Charter School.
- The cash expense reimbursement report must be reviewed and approved in Workday by the employee's direct supervisor or level above (supervisors are held accountable for business expenses incurred by their staff).
- Approvals cannot be delegated down, only up.
- Once approved in Workday, the cash expense reimbursement report is automatically submitted to the 9 Dot Accounts Payable team.

Superintendent Expense Reimbursement: :

- The Superintendent is required to adhere to standard itemized receipt and documentation procedures.

However, personal expenses up to $3,000 monthly—including cell phone, internet, and travel-related expenses such as mileage, accommodations, flights, car rentals, and meals—will proceed without prior Governing Board approval. These expenses will be compiled and submitted for ratification within the consent agenda at each regularly scheduled board meeting.

10. Accounts Payable

Policy: Under the supervision of the Governing Board and 9 Dot will work together to create a plan for the Charter school to pay off its outstanding invoice(s). The following procedures will be performed either manually or electronically.

Primarily Responsible Parties: Principal, 9 Dot Accounts Payable Supervisor, 9 Dot Controller and 9 Dot Corporate Controller

Procedures:

□ Process for Purchase Order ("PO") Transactions

- The 9 Dot AP Supervisor receives the invoice either by E-mail or through the regular mail, along with the Packing Slip (if applicable) and is ready to create the Invoice in Workday.
- In Workday, the 9 Dot AP Supervisor types the Purchase Order # and verifies that all the PO information matches the invoice. Then the 9 Dot AP Supervisor ensures that there is a Receipt Number, then verifies that the Receipt information (the Packing Slip) matches the PO and the invoice.
- When applicable, the 9 Dot AP Supervisor has to make an adjustment to the invoice created in Workday and has to input an additional line for Sales Taxes and one for Freight cost. Once the invoice is ready for payment, the 9 Dot AP Supervisor stamps it as entered in Workday and notes the date.
- The 9 Dot AP Coordinator or 9 Dot AP Supervisor attaches the scanned invoice, the packing list, the proof of receipt and the PO in the invoice processing screen in Workday. The 9 Dot AP Coordinator or the 9 Dot AP Supervisor date stamps the hardcopy invoice, as entered in Workday. If the 9 Dot AP Coordinator created the invoice, then the 9 Dot AP Supervisor reviews sends the invoice for approval through Workday. If the 9 Dot AP Supervisor created the invoice, then the 9 Dot Corporate Controller reviews it.
- Check Runs are done once a week. Vendors are paid promptly after the invoice was received and approved, regardless of invoice due date. In Workday, the 9 Dot AP Supervisor generates a report of "Find Supplier Invoices" that are "Approved" and "Not Paid Yet" and downloads it into Excel. This report is then sorted by Company and by Supplier.
- All checks below $5,000 are printed with an electronic signature that is set up in Workday.
- All checks that are over $5,000 must be reviewed by the 9 Dot Controller and the 9 Dot Corporate Controller.
- When the checks are processed, the activity is automatically recorded in the general ledger in Workday.
- All checks are mailed each Friday through the regular mail mostly, but sometimes they are sent by FedEx if there is an urgency.
- On a monthly basis, the 9 Dot AP Supervisor prepares a report of open POs, for which the invoices were received, but goods receipt was not done in Workday. The report is sent to the 9 Dot Purchasing Team to follow up with the requesters to confirm whether the goods were received and to submit the Packing Slips.

□ Process for Non-Purchase Order Transactions

- For all non-PO type suppliers, the 9 Dot AP Supervisor creates the supplier account in Workday (name, supplier category, payment terms, contact information, tax information, etc.). A W9 is

required to be completed by the supplier and is attached in Workday. Some non-PO type suppliers are for: maintenance, cleaning, security guards, student transportation, construction, etc.

- The 9 Dot AP Supervisor receives the invoice either by E-mail or through the regular mail.
  - A "Check Request" can be submitted in Workday for non-PO transactions by going into the "create supplier invoice request" function in Workday. The Superintendent is authorized to approve between $100,000.01 and $250,000, the Assistant Superintendent of Business Operations and Director of Schools is authorized to approve between $5,000.01 and $100,000, The Principal (or Principal Designee) is authorized to approve between $2,500.01 and $5,000 for the Principal's (or Principal Designee's) Region, the Assistant Principal (or Assistant Principal Designee) is authorized to approve up to $2,500 for the Assistant Principal's (or Assistant Principal Designee's) (subject to the Procurement Policy above). Then they send the Check Request along with the invoice to the 9 Dot AP Supervisor or they create the Check Request directly in Workday and attach the back-up support.
- If the 9 Dot AP Coordinator created the invoice in Workday, then the 9 Dot AP Supervisor reviews it. If the 9 Dot AP Supervisor created the invoice in Workday, then the 9 Dot Corporate Controller reviews it.
- Check Runs are done once a week on Wednesdays. Vendors are paid promptly in the following week after the invoice was received and approved, regardless of invoice due date.
- Checks below $5,000 are printed with an electronic signature that is set up in Workday.
- Checks that are over $5,000 must be reviewed by the Controller and the 9 Dot Corporate Controller.
- When the checks are processed, the activity is automatically recorded in the general ledger in Workday.

□ Standard and Recurring Transactions

- In order to ensure the uninterrupted operation of the Charter School's resource centers, the Superintendent, Assistant Superintendent of Business Operations, Assistant Superintendent of Instruction, Director of Schools , or the Principal (or Principal Designee) may authorize 9 Dot in advance, in writing, to process payments for the following monthly costs, which are considered standard and recurring; provided, however, that 9 Dot will meet with the Principal(s) at least two (2) times per year to review any such pre-authorized payments:
  - Utilities (including employee cell phones and hot spots);
  - Cleaning/janitorial costs;
  - Pest control; and
  - Security

11. Asset Management

A. Capital Equipment

Policy: The Charter School capitalizes any item, purchased or donated, with a value of $25,000 or more and with a useful life of more than one year.

Procedures:

□ 9 Dot will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.

□ If improvements are made to capital equipment, further study and documentation will be done to ensure that it is properly accounted for.

□ The Charter School will take a physical inventory of all capitalized assets within ninety (90) days of the end of each fiscal year, indicating the condition and location of the asset.

B. Loans

Policy: The Governing Board of the Charter School will approve all loans from third parties.

Procedures:

□ The Governing Board of the Charter School shall review, and a Board Member shall sign the promissory note before funds are borrowed.

□ Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

□ Loan covenants and reporting requirements are to be acknowledged by the Governing Board at the time of adoption.

C. Operating Reserves

Policy: The Charter School will ensure adequate cash balances to meet annual cash flow needs. The target operating reserve fund is recommended to be equal to three to five percent (3-5%) as outlined in the Operating Reserves policy approved by the Governing Board. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

ADDENDUM A

RECORD RETENTION POLICY

Options For Youth – San Gabriel, Inc.

1) Purpose

The purpose of this Record Retention Policy ("Policy") is to ensure that necessary records and documents of Options For Youth – San Gabriel, Inc. ("Charter School") are adequately protected and maintained and to ensure that records that are no longer needed by Charter School or are of no value are discarded at the proper time. This Policy is also for the purpose of aiding employees of Charter School in understanding their obligations in retaining physical and electronic documents.

2) Policy

It is the policy of Charter School to retain and manage all Records (defined herein below) in accordance with uniform guidelines, practices and procedures. This Policy outlines Charter School's procedures regarding the retention and disposal of physical and electronic Records. "Records" means all documents, files, or records created by any Charter School personnel while acting within the course and scope of his or her duties pertaining to Charter School 's business or operations, including but not limited to: computer records, electronic mail ("E-Mail"), voice mail messages, handwritings, photographs, photocopies, or facsimile, regardless of the manner in which the records has been stored.

3) Administration

Attached as Appendix A is the Record Retention Schedule that is approved as the initial maintenance, retention and disposal schedule for physical and electronic Records. Specific categories of Records are contained in the Record Retention Schedule. All Records required to be retained to document Charter School 's legal compliance or otherwise required by law, rule or regulation to be retained, shall be retained for the periods as described in the Record Retention Schedule. All Records required to be retained due to pending or threatened litigation or investigation shall be retained for so long as the litigation or investigation is active, plus any additional tail period as may be provided for in this Policy and the Record Retention Schedule.

The 9 Dot Corporate Controller or their Designee (the "Administrator") is the employee in charge of the administration of this Policy and the implementation of processes and procedures to ensure that the Record Retention Schedule is followed. The Administrator is also authorized to: make modifications to the Record Retention Schedule to ensure that it is in compliance with local, state and federal laws and includes the appropriate document and record categories for Charter School.

4) Legal Hold - Suspension of Record Disposal In Event of Litigation or Claims

In the event Charter School is served with a subpoena or request for Records or any employee becomes aware of a governmental investigation or audit concerning Charter School or the commencement of any litigation against or concerning Charter School, such employee shall inform the Administrator and any further disposal of Records shall be suspended until advised by legal counsel. The Administrator shall take such steps as is necessary to promptly inform all staff of any suspension in the further disposal of the Records. Charter School will consult with legal counsel as to the need for a legal hold ("Legal Hold"). A Legal Hold requires preservation of appropriate Records under special circumstances, such as litigation or government investigations. In such case, Charter School with legal counsel will determine and identify what Records are required to be placed under a Legal Hold. Any Record that is relevant to a Legal Hold must be retained and preserved. If Charter School personnel is unsure whether a Record is relevant to a Legal Hold, the individual should protect that Record until he or she receives clarification from his or her supervisor following Charter School's consultation with its legal counsel. Failure to comply with a Legal Hold may result in significant risk, exposure or liability to Charter School. A Legal Hold remains effective until it is released in writing by Charter School after consultation with legal counsel. After Charter School personnel receives such written notice, the individual may return all Records relevant to the Legal Hold to their normal retention procedures pursuant to this Policy.

5) Applicability

This Policy applies to all physical Records generated in the course of Charter School 's operation, including both original documents and reproductions, as well as electronic documents and E-Mails.

RECORD RETENTION POLICY
APPENDIX A – Record Retention Schedule

In accordance with Options For Youth – San Gabriel, Inc.'s ("Charter School") Record Retention Policy ("Policy"), this Record Retention Schedule sets forth retention periods applicable to Records held by Charter School's current and future offices and locations. To the extent that a Record is included in more than one category, the longer retention period shall apply.

All Records required to be retained due to pending or threatened litigation or investigation shall be retained for so long as the litigation or investigation is active.

To the extent that contractual records retention requirements exceed the retention periods in this Record Retention Schedule or specify the retention of Records not listed in the Record Retention Schedule, Charter School shall follow contractual requirements.

Categories of Records:

- Accounting and Finance
- Contracts
- Corporate Records
- Correspondence and Internal Memos
- Electronic Mails (E-Mails)
- Grant Records
- Insurance Records
- Legal Files and Papers
- Payroll Documents
- Pension Documents and Contribution Records
- Personnel Records
- Tax Records

Document Type	Minimum Retention Period
ACCOUNTING AND FINANCE • Accounts Payable Ledger and Schedules • Accounts Receivable Ledger and Schedules • Annual Audit Reports and Financial Statements • Annual Financial Reports • Annual Audit Records, including work papers and other audit related documents • Annual Plans and Budgets • Bank Statements and Canceled Checks • Employee Expense Reports • General Ledgers • Interim Financial Statements • Notes Receivable Ledgers and Schedules • Investment Records • Credit Card Records • Average Daily Attendance (including Period 1 and Period 2 reports) **Note:** If information on a document which contains credit card information is necessary for retention beyond 2 years, then the credit card number will be cut out of the document.	 7 years 7 years Permanent Permanent 7 years after audit completion Permanent 7 years 7 years Permanent 7 years 7 years 7 years after investment sale 7 years Permanent
CONTRACTS • Contracts and related correspondence (including any proposal that resulted in the contract and all other supportive documentation) • Procurement records (e.g. vendor quotes or proposals)	7 years after termination or expiration 3 years after termination of applicable contract/procurement procedure
CORPORATE RECORDS • Corporate records (meeting minutes approved by the Board, Board resolutions, corporate seals, Articles of Incorporation, Bylaws, Annual Corporate Reports) • Licenses and Permits	Permanent Permanent
CORRESPONDENCE AND INTERNAL MEMOS • Correspondence and Internal Memos should be retained for the same period of time as the documents they pertain to or support	Same as document it supports
ELECTRONIC MAIL (E-Mails) • Business related E-mails: should be retained for the same period of time as the documents they pertain to or support or to the business issues they relate to • All other E-mails: can be kept up to 12 months	Same as document/issue it supports Up to maximum of 12 months
GRANT RECORDS • Original Grant Proposal • Grant Agreement • All evidence of returned grant funds • Documentation related to Grantee evidence of invoices that would	10 years after completion of Grant period (All)

support Grantee compliance with the Agreement • All requested IRS/Grantee correspondence, including Determination letters	
INSURANCE RECORDS	
• Insurance Policies	Permanent
• Claims Files (including correspondence, medical records, injury documentation, etc.)	Permanent
• Certificates issued	Permanent
• Group Insurance Plans – Retirees	Permanent or until 6 years after death of last participant
• Group Insurance Plans – Active Employees	6 years but not less than 1 year after a plan termination
• Releases and Settlements	25 years
• Annual Loss Summaries	10 years
• Journal Entry Support Data	7 years
• Inspections	3 years
• Audits and Adjustments	3 years after final adjustment
• Workers' Compensation Claim Reports	5 years but not less than two years after claim is closed
LEGAL FILES AND PAPERS	
• Court Orders	Permanent
• Legal Memos and Opinions	Permanent
• Litigation Files	10 years after expiration of appeals or time for filing appeals
PAYROLL DOCUMENTS	
• W-2 and W-4 Forms	7 years after termination date
• Payroll Deductions	7 years after termination date
• Garnishments, Assignments, Attachments	7 years after termination date
• Employee Deduction Authorizations	7 years after termination date
• Payroll Registers (gross and net)	7 years
• Labor Distribution Cost Records	7 years
• Unclaimed Wage Records	7 years
• Time Cards/Sheets	7 years
• Payroll Record for Each Employee (i.e., a complete summary of records related to employment, assignment, amounts and dates of service rendered, termination or dismissal, sick leave record, rate of compensation, salaries or wages paid, deductions or withholdings made and the person or agency to whom such amounts were paid)	Permanent
PENSION DOCUMENTS AND CONTRIBUTION RECORDS	
• Retirement and Pension Records	Permanent
• Records of Contributions	Permanent
PERSONNEL RECORDS	
• Employee Handbook	1 copy kept permanently
• Employee Contracts – Individual	Permanent
• Employee Earnings Records	7 years after Termination date
• Employee Personnel Records (e.g. application forms, performance evaluations, termination papers, job or status change records, test	Permanent

results, training and qualification records, withholding information, garnishments, attendance records, information of a derogatory nature pursuant to Ed Code 44031)	
• Employee Medical Records (Employed 1 year or longer)	Duration of Employment + 30 years after Termination date
• Employee Medical Records (Employed under 1 year)	Duration of Employment + 7 years after Termination date
• Commissions/Bonuses/Incentives/Awards	7 years
• Employee Benefits Records and Data	6 years but not less than 1 year after a plan termination
• Correspondence with Employment Agencies and Advertisements for Job Openings	3 years from date of hiring Decision
• Forms I-9	3 years from hiring date or 1 year after separation if later
• Job Descriptions	3 years
• Personnel Count Records	3 years
• Non-Hired Applicants Records (all Applications, Resumes, results of post- offer, pre-employment physicals, results of background investigations, any correspondence)	3-4 years (4 years if any correspondence might be construed as an offer)
• EEO-1 / EEO-2 Employer Information Reports	2 years after superseded or filing (whichever is longer)
PROPERTY RECORDS	
• Original Purchase, Sale and Lease Agreements	Permanent
• Property Insurance Policies	Permanent
• Correspondence, Property Deeds, Assessments, Licenses, Rights of Way	Permanent
• Property Ledger (including all fixed assets and equipment inventory)	Permanent
TAX RECORDS	
• Federal and State Tax Returns – Income, Franchise, Property	Permanent
• Annual Information Returns – Federal and State	Permanent
• IRS or other Government Audit Records	Permanent
• Tax-Exemption Documents and Related Correspondence	Permanent
• IRS Rulings	7 years
• Tax Bills, Receipts, Statements	7 years
• Payroll Tax Records	7 years
• Tax Work paper Packages (Originals)	7 years
• Sales / Excise / Use Tax Records (if any)	7 years

ADDENDUM B

CREDIT CARD POLICY AGREEMENT

Options for Youth – San Gabriel, Inc.

Policy Statement

This Credit Card Policy Agreement ("Policy") outlines the policies regarding the appropriate use of any credit cards issued to certain employees of Options For Youth – San Gabriel, Inc. ("Charter School"). The issuance of a Charter School credit card in an employee's name is conditioned upon that employee's acknowledgment and execution of this Policy.

New Credit Card Request Approval

Credit cards issued to certain employees are for business travel purposes and to facilitate some exceptional business type purchases (as explained further within this policy).

Having a Charter School credit card is a privilege granted to some employees and must be used in a responsible and reasonable manner. The limit granted represents the maximum that an employee can spend on their credit card, however it does not mean that this is a budget amount granted that can be spent each month.

- Request for a new credit card or request to increase an existing credit card limit, must be approved by the Superintendent. Employees who are issued a credit card shall be referred to as the "Cardholder."

Cardholder Acknowledges and Agrees to comply with the following rules of this Policy:

Cardholder Responsibilities **Employee Initials: _____**

1. Employees must complete the "New Credit Card Request" Form and obtain the approval of the Superintendent (which can be an E-mail approval).
2. The employee will then sign this Policy before a credit card is ordered. By signing this document, the employee acknowledges that he/she has read and fully understands this Policy, accepts responsibility and liability for the credit card according to this Policy, and agrees to follow the rules for using the credit card under this Policy.
3. Employees must then submit the approved fully executed "New Credit Card Request" Form, as well as the signed Policy, to the Superintendent for review.
4. Cardholder also agrees to the following:
    - Credit card report is **due to Accounts Payable (A/P) within TEN (10) business days** from the E-mail notification date regarding receipt of the credit card statement.
    - Cardholder must obtain an itemized receipt for each transaction and submit them with the credit card report. **The itemized receipt must include the following**: the date of transaction, description of each item purchased must show clearly, the amount of each item, the total amount of the purchase and the name/address of the vendor or establishment.
    - Cardholder must indicate the business purpose of each expense.
    - Each attendee's full name must be provided for each expense (if more employees than the cardholder).
    - Only the cardholder and their "assigned designee" are authorized to make purchases using the credit card.
    - Cardholder may make the purchases themselves on behalf of another employee (on an exception basis).
    - Cardholder may not disclose their credit card number to any employee (except their assigned designee).
    - Cardholder can only use the credit card for purchases that are for a valid and necessary business reason.
    - Credit card report must be approved by the employee's Supervisor. Personal use of a credit card is not permitted under any circumstances and will require the employee to reimburse Charter School.
    - Employees may not use the credit card in ATMs for cash withdrawals.

Instead of using the Charter School credit card, Cardholders must use the processes established by Charter School (Purchase Orders or Check Requests) for the following types of transactions:
▪ Office supplies, furniture;
▪ Textbooks, notebooks, curriculum;
▪ IT, any type of equipment, machinery, software, cellular phones, laptops, etc.;
▪ Marketing/advertising (non-internet related), i.e. Radio/TV Stations, Billboards, Newspapers;
▪ Merchandising, printing, mailings, shipping;
▪ Purchase of uniforms, t-shirts, shorts, jackets, sports gear, etc.;
▪ Office rent, phone bills, cell phone bills;
▪ Licenses and permits; security guards and alarms services, etc.;
▪ Large group Events, Venue fees, Catering, Entertainment, etc.

Authorized Types of Credit Card Purchases	**Unauthorized Types of Purchases**
Meals consumed while on a business trip	No purchases for family members (spouses, children)
Hotel while on a business trip	Alcoholic beverages / tobacco products / cosmetics
Flights (only for the cardholder)	Hazardous Materials / controlled substances
Transportation (taxi, Uber, bus, train)	Gambling, personal purchases, items or loans
Luggage fees at the airport	Clothing, shoes, etc. (unless for transient students)
Occasional staff meals (breakfast, lunch)	Cash advances / traveler's checks
Exception case where a vendor cannot accept checks (i.e. internet membership fees for LinkedIn, Indeed, Google, Facebook, etc.)	Gift cards (except when purchased by the Purchasing Department). Any credit card use inconsistent with the values of Charter School is not authorized.
	Tuition Reimbursement

Guidance on limits allowed for business travel					
Flights must be booked as early as possible, **at least 14 days prior** to date of travel (exception may apply when employee is informed on a short notice, in which case an explanation and Supervisor's approval must be provided when submitting their credit card report). Only Economy class travel (no Business class is allowed)					
Breakfast (daily)	$11-$17	Flights within CA	$200-$300	Hotels in major cities	$200-$250
Lunch (daily)	$12-$18	US Flights (out of CA)	$350-$600		
Dinner (daily)	$23-$40	Luggage Fee	up to $35	Hotels in small cities	$125-$150
Staff meals	reasonable	Taxi, Uber, etc.	reasonable		

Lost Receipts

The Cardholder will provide a "Lost Receipt Report" for each purchase unsupported by an itemized receipt. A blank "Lost Receipt Report" can be obtained from accounting and will contain the date, description, quantity, the price for each item(s) purchased, the Cardholder's signature. Lost receipts for purchases over $20, require the signature of the Cardholder's Supervisor.

Card Rewards / Benefits

Any rewards, points or other benefits accrued from the use of the Charter School credit card will be used for the benefit of Charter School, and held in Charter School's account. The Cardholder does not have any rights in or to rewards, points or other benefits accrued on the Charter School credit card account.

Review of Credit Card Limits
Credit limits are reviewed annually for all cardholders. If there is a request for a variation to the monthly limit, a business case will need to be submitted to the Superintendent.

Disputed Charges
It is the Cardholder's responsibility to take the necessary steps to investigate and resolve any illegitimate/fraudulent charges on their credit card. The Cardholder is responsible for obtaining credit for these charges. The Cardholder may delegate this responsibility to their assistant (if any). This is not the responsibility of the Accounts Payable Team. Any illegitimate/fraudulent charges should be noted in the Cardholder's credit card report.

Lost / Stolen Credit Cards
The Cardholder is responsible for immediately reporting a lost or stolen credit card to their direct supervisor, to the bank, and to the Accounts Payable Coordinator. The number for the bank may be found on the back of the card. The Cardholder should record this number and call it if the card is lost or stolen.

Revocation or Suspension of a Credit Card **Employee Initials: _____**
Failure to comply with Charter School's credit card policy, including failure to submit receipts or credit card reports in a timely manner, may result in the suspension or complete revocation of a credit card from an employee. Additionally, violations of this policy will be recorded and reported to the Superintendent.

Employees who are found to have inappropriately used the Charter School credit card will be required to reimburse Charter School for all costs associated with the improper use.

Charter School reserves the right to close or revoke a credit card from an employee for any reason, including, but not limited to:

- Unauthorized purchases or personal purchases
- Cardholder allows the card to be used by another individual (except their own assigned designee, if any)
- Cardholder uses another cardholder's card to circumvent the credit card limit assigned to them
- Cardholder regularly fails to submit their credit card reports in a timely manner, per this Policy
- Cardholder is delinquent (over 2 months late) in submitting their completed and approved credit card report in excess of 3 occurrences (i.e. 3 credit card reports submitted over 2 months late)
- Cardholder ignores Charter School's established process for purchases (check requests / purchase orders)
- The Cardholder moves to a position which does not require a credit card or due to employment termination.

Cardholder Acknowledgement
Use of the Charter School's credit card is a privilege. Charter School has the right to revoke credit card privileges from any cardholder for any reason, at its own discretion, including if it determines that there are unauthorized charges, Cardholder is delinquent in submitting timely credit card reports or has violated any portion of this Policy.

Cardholders are responsible for adherence to this Policy; thereby ensuring adequate controls are exercised to minimize the risk that Charter School's credit card might be used improperly. Cardholders are in a position of trust with regard to Charter School funds. Improper, unauthorized use of a credit card or repeated violations of this Policy may result in termination of Cardholder's credit card use, discipline of the Cardholder, and/or termination of Cardholder's employment.

I,_____, certify that I understand and agree to comply with Charter School's Policy regarding the use of a Charter School-issued credit card.

_____ _____ _____

Signature Printed Name Date

Please provide fully completed and approved Credit Card Reports, and ensure they are in compliance with this Policy, in order to avoid any delays in processing by the Accounts Payable Team.

ADDENDUM C

EMPLOYEE EXPENSE REIMBURSEMENT POLICY

Options For Youth – San Gabriel, Inc.

Policy Statement

This Employee Expense Reimbursement Policy ("Policy") outlines Options For Youth – San Gabriel, Inc.'s ("Charter School") policy regarding the reimbursement of out of pocket expenses spent by an employee of Charter School ("Employee"). Employees are responsible for adherence to this Policy; thereby ensuring adequate controls are exercised to minimize the risk that Charter School's funds might be used improperly.

Please provide fully completed and approved Expense Reimbursement Reports, and ensure they are in compliance with this Policy, in order to avoid any delays in the reimbursement process.

Employee responsibilities when claiming a cash expense reimbursement:

- Employee will submit an Expense Reimbursement report **on a monthly basis (or as applicable) and it will be due by the 5th business day of the following month** in which the expenses were incurred.
- Employee must create their expense reimbursement report in the Workday system.
- Employee must obtain an itemized receipt for each transaction and submit them with the expense report. **The itemized receipt must include the following**: the date of transaction, the description of each item purchased must show clearly, the amount of each item, the total amount of the purchase and the name/address of the vendor or establishment. Ensure a receipt can be obtained before spending.
- Employee must indicate the business purpose of each expense.
- Each attendee's full name must be provided for each expense.
- Employee can only claim expenses that are reasonable and for a valid and necessary business reason.
- All mileage claimed must include a detailed Google or Yahoo map showing all the addresses (starting point and ending point). If the employee drove to multiple business related locations within the same day, then each destination must be also included in the map.
- No personal expenses are allowed and will require the employee to reimburse Charter School.
- The expense reimbursement report must be reviewed and approved in Workday by their direct Supervisor or level above, as they are held accountable for the business expenses incurred by their staff. Approvals cannot be delegated down, only up.
- The Superintendent is required to adhere to standard itemized receipt and documentation procedures. However, personal expenses up to $3,000 monthly—including cell phone, internet, and travel-related expenses such as mileage, accommodations, flights, car rentals, and meals—will proceed without prior Governing Board approval. These expenses will be compiled and submitted for ratification within the consent agenda at each regularly scheduled board meeting.
- Once approved in Workday, the cash expense reimbursement report is automatically submitted to the Accounts Payable (A/P) team.
- All purchases must comply with Charter School's Procurement Policy.

Reimbursement for Tuition Expenses:

- The reimbursement for tuition expenses is an approved expense by the Charter's Superintendent and is submitted upon completion of the course, semester or term, with a copy of the semester grades and the confirmation of payment by the employee.
- For Tuition reimbursement the employee logs in to Workday and creates an employee expense reimbursement report. The reimbursement for approved tuition will include a copy of the payment for tuition along with the grades for the Semester or term. The line item is coded to Tuition Reimbursement, and LCAP coding (if needed) is added to the Project Code field.

- Types of Tuition Expenses for Reimbursements:
  - ACSA Clear Admin Credentials
  - CLAD Authorizations
  - CTEL Credentials
  - ES Bridge
  - Induction Program
  - Preliminary Admin Credential
  - Preliminary Teaching Credential
  - SPED Credentials
  - School Counseling
  - School Leadership Program

Employees must use the proper processes established by the Charter School (Purchase Orders or Check Requests) for the following types of transactions:
▪ Office supplies, furniture;
▪ Textbooks, notebooks, curriculum;
▪ IT, any type of equipment, machinery, software, cellular phones, laptops, etc.;
▪ Marketing/advertising (non-internet related), i.e. Radio/TV Stations, Billboards, Newspapers;
▪ Merchandising, printing, mailings, shipping;
▪ Purchase of uniforms, t-shirts, shorts, jackets, sports gear, etc.;
▪ Rent, phone bills, cell phone bills;
▪ Licenses and permits; security guards and alarms services, etc.
▪ Large group Events, Venue fees, Catering, Entertainment, etc.;

Authorized Types of Expenses	**Unauthorized Types of Expenses**
Meals consumed while on a business trip	No purchases for family members (spouses, children)
Hotel while on a business trip	Alcoholic beverages / tobacco products / cosmetics
Flights (only for the cardholder)	Hazardous Materials / controlled substances
Transportation (taxi, Uber, bus, train)	Gambling, personal purchases, items or loans
Luggage fees at the airport	Clothing, shoes, etc. (unless for transient students)
Occasional staff meals (breakfast, lunch)	Cash advances / traveler's checks
Business mileage when employees drive their car to go to other offices / centers locations. This does not include commuting mileage between their home and their official work location in Workday. Any exception cases are approved by the applicable employee's supervisor and that approval should be documented in writing.	Gift cards (except when purchased by the Purchasing Department).
Tuition Reimbursements	

Guidance on limits allowed for business travel					
Fights must be booked as early as possible, **<u>at least 14 days prior</u>** to date of travel (exception may apply when employee is informed on a short notice, in which case an explanation and their Supervisor's approval is needed and must be provided when submitting their cash expense reimbursement report). Only Economy class travel (no Business class is allowed)					
Breakfast (daily)	$11-$17	Flights within CA	$200-$300	Hotels in major	$200-$250

Lunch (daily)	$12-$18	US Flights (out of CA)	$350-$600	cities	
Dinner (daily)	$23-$40	Luggage Fee	up to $35	Hotels in small cities	$125-$150
Staff meals	reasonable	Taxi, Uber, etc.	reasonable		

Lost Receipts or Non-Itemized Receipts

Any lost receipts or non-itemized receipts will not be reimbursed, as there is no valid evidence of what was purchased. Exception may apply for any unusual and rare circumstance (such as theft), in which case, the Employee must document the explanation and obtain approval from their direct Supervisor. This approved/reviewed explanation must be submitted with their expense reimbursement report.

B. Information Item(s)

B.1 OFY-SG Charter Update

Options For Youth
Public Charter Schools

OFY-SAN GABRIEL REGION UPDATE

APRIL 2026

Credit Attainment: 58.7%

Student Progression: 90.7%

Core Course Completion
English: 8.1
Foreign Lang: 7.0
Math: 7.4
Science: 6.2

Enrollment: 101
ELL: 13
SPED: 20
FY & H: 5
FRMP: 66

MANDATORY TESTING

The OFY-SG site had their final round of RenStar testing for the students the week of March 23rd and we met our goal of 95% participation!

Upcoming SBAC and CAST testing
Students took the ELA and Math tests, which determine our academic performance on the CA Dashboard.
This Science test for seniors also determines our academic performance and is reported to the CDE.

All 7th, 8th 11th grade students
Monday April 27th English Test @ 8:15am
Tuesday April 28th Math Test @ 8:15am

All 8th and 12th grade students
Wednesday April 29th Science Test @ 8:15am



STUDENT ENGAGEMENTS

Students continue to participate in student groups on campus such as ASB and the Wellness Group. ASB organized a trash clean up at Smith Park. The Wellness Group hosted a Pizza and Nutrition workshop which focused on healthy ingredients for pizza, making smarter food choices and how to read food labels. OFY SG also hosted a family movie night where parents and families got to come to the center to enjoy Zootopia with drinks and popcorn!

PROM AT DODGER STADIUM

Our juniors and seniors enjoyed a memorable night at prom, held at the Dodger Stadium Clubhouse Level. The evening was filled with music, dancing, and great energy as everyone celebrated together in a unique and exciting setting.



COLLEGE WEEK

San Gabriel's Postsecondary Counselor (PSC) Guadalupe, hosted an engaging College Week designed to inspire and prepare students for their future academic journeys. Throughout the week students were able to participate in various activities such as a scavenger hunt, pennant decorating, meeting local community college outreach representatives, and presentations from UTI trade school, the California College systems, and Dual Enrollment partners. Students and staff were encouraged to wear their college gear to celebrate College Week.





CHARTER UPDATE
ONLINE PROGRAM

OFY-SG

HOW WE'RE DOING

88.1%	151	53.7%
Monthly Progression	Enrollment	Credit Attainment

English - 7.8
Math - 7.6
Science - 6.0
Social Science - 6.8
World Language - 7.6

Core Couse Completion

PROFESSIONAL DEVELOPMENT

In March, staff attended an in-service where staff participated in ALICE training. Our Lead Special Education Specialists facilitated a collaborative session on supporting our Students With Disabilities and when and how we should conduct a Progress Review meeting to support student progress.

SCHOOL ACTIVITIES



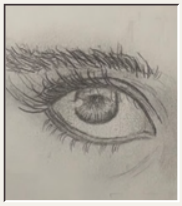
Senior Day at Disneyland

On April 1st, our seniors had the opportunity to celebrate their upcoming graduation with a well-deserved day of fun at Disneyland. This was such a memorable outing for our students and one of the many ways our school works to create community and connection beyond the computer screen. We are incredibly proud of our seniors and look forward to continuing to celebrate them as they approach the finish line this spring.

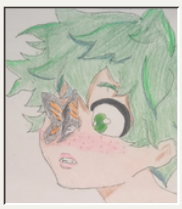
Direct Instruction Art

We offer three engaging Direct Instruction art courses that meet students where they are and grow them toward their creative potential. In Watercolor Painting, students are encouraged to embrace the artistic journey rather than focus solely on the end product. They work on building skills and confidence through guided paintings, art history exposure, and peer critiques before developing their own personal style. In Classic Cartooning, students use colored pencil, pen, and alcohol markers to create original characters with depth and backstory, exploring different cartoon styles while developing their own artistic fingerprint. In Intro to Drawing, students build a strong foundation in observation, line work, shading, and form. They work across landscapes, portraits, still life, and abstract pieces using graphite, ink, and colored pencils.

Each course culminates in a student portfolio, preparing learners for advanced art studies or future creative careers. Our art teacher also curated a virtual Art Gallery Walk showcasing student work from all three classes. Click here to take a stroll through what our students have created!







Esports



Our esports program continues to provide students with a fun, collaborative environment built around one featured game per season. This semester, students are playing Overwatch – a team-based game that emphasizes communication, strategy, and critical thinking, mirroring the structure of traditional team sports.

We also introduced a leadership pathway allowing students to apply for team captain roles on our JV and Varsity teams. Captains serve as a liaison between coaches and teammates, building accountability and connection in our online setting – and collaborate on projects like a recruitment video, gaining hands-on experience with filming and editing.

STUDENT IMPACT

A student identified a need within the online program after speaking with her peers – students interested in attending prom but hesitant about going without knowing anyone. In response, the school hosted three Prom Hangout sessions where seniors connected, discussed upcoming events, and shared important deadlines.

The initiative's success led to a programmatic change: beginning next school year, the online program will offer monthly Senior Hangouts. This is a direct result of a student identifying a gap and advocating for her peers.

STUDENT SPOTLIGHT: ANABELLE



As a 9th grader, Annabelle stepped up to serve as a team captain for our Esports program, a leadership role typically earned through demonstrated responsibility and commitment. That same spirit carries across everything she does: she is an active member of Student Council, participates in Cooking Society, and was selected as part of our inaugural STEM Cohort. On top of her involvement, Annabelle consistently shows up, maintaining excellent attendance and active participation in her coursework.

She is a well-rounded, engaged learner who leads by example, and we are proud to celebrate her here.

B.2 OFY-SG Charter Renewal Petition Update

Verbal Update

B.3 OFY-SG School Climate Survey Results Overview

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

May 2026

Agenda Item: OFY-SG School Climate Survey Results Overview

Purpose: The Board will receive the OFY-SG School Climate Survey Results Overview. This item is presented for informational purposes. It summarizes the results of the annual School Climate Survey administered by Skyrocket in Fall/Winter of 2025 across staff, student, and parent groups.

Background: As part of our continuous improvement efforts, educational partner engagement, and in alignment with the LCFF Local Priority 6 requirement to administer an annual school climate survey, our LEA partnered with Skyrocket to conduct a comprehensive survey. This survey was designed to capture community perceptions around key areas such as safety, inclusion, engagement, connection, and support.

Summary: The Charter has received a tailored School Climate report highlighting key insights across 8–10 climate dimensions, including Social Emotional & Physical Safety, Connection & Belonging, and Leadership. These reports include:

- Average scores from staff, student, and parent responses
- Key insights and trends drawn from the data
- Recommended next steps for improvement or reinforcement

Next Steps: OFY San Gabriel leadership will use these insights to inform 2026–27 Local Control and Accountability Plan (LCAP) development, professional development planning, the completion of the LCFF Local Priority 6 on the California Dashboard and schoolwide initiatives to support a positive and inclusive learning environment.

Results: High Level Data Overview
Data Visualized

The following charts present a comparative analysis of the climate survey conducted for OFY San Gabriel, capturing perceptions from staff, students, and parents across multiple critical dimensions of school climate.

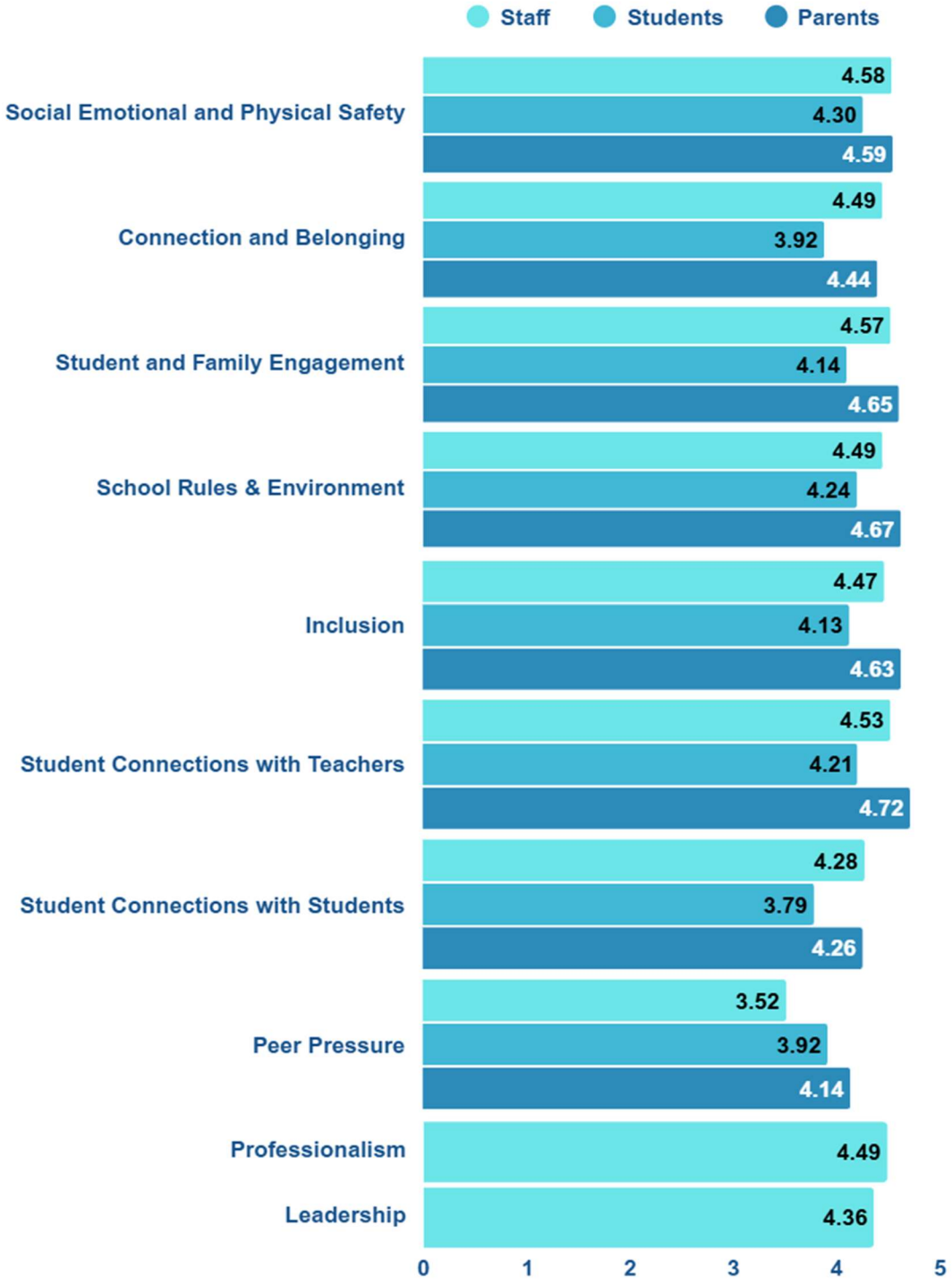
Key strengths include:

- High confidence in social-emotional and physical safety.
- Strong sense of connection and belonging within the school community.
- Professionalism among school staff rated very positively.

Areas of opportunity:

- Fairness and clarity of school rules and environment.
- Student-teacher relationships.
- Perceptions of peer pressure, especially related to social media.

Options For Youth
Public Charter Schools



Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: N/A

Altitude
School Climate Survey

A Comprehensive Overview of Educational Partners Sense of Safety and Connectedness

For Options for Youth San Gabriel

April 2025

SKYROCKET EDUCATION SERVICES™

Altitude has been developed by Skyrocket Education Services powered by the School Improvement Department

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Introduction to the Altitude School Climate Survey

To better understand the experiences of the students, families, and staff, OFY San Gabriel administered the Altitude School Climate Survey—a comprehensive tool designed to measure perceptions of safety, inclusion, engagement, leadership, and overall well-being within the school community.

This report reflects the results of that survey and serves as a data-informed reflection of your school's climate from multiple perspectives. The survey was offered to students, parents/guardians, and staff, and included consistent questions across 8 key dimensions to ensure alignment and comparability across groups.

These dimensions include:

- **Social Emotional & Physical Safety**
- **Connection & Belonging**
- **Student & Family Engagement**
- **School Rules and Environment**
- **Inclusion**
- **Student Connections with Teachers**
- **Student Connections with Students**
- **Professionalism** *staff only
- **Leadership** *staff only
- **Peer Pressure (Social Media Focus)**

The insights shared in this report are critical. They help identify what's working well at your school, where gaps in perception may exist between Educational Partner groups, and where targeted improvements are needed. This report not only reflects the voices of your community—it will also guide school improvement strategies, shape supports and programs, and ensure you remain responsive to the needs of those you serve.

We thank every participant for taking the time to share their feedback. The high levels of participation and candor reflect a strong collective commitment to making OFY San Gabriel a safe, inclusive, and supportive place to learn and work.

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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

How to Read the Report:

The results of the School Climate Survey are presented using a scoring scale that ranges from 1 to 5, where 1 represents the lowest possible score and 5 represents the highest. This scale is used to measure the overall perceptions and experiences of students, families, and staff across various dimensions of school climate.

Each score reflects the average response to questions within a specific dimension, with the following guidelines for interpretation:

- **0 - 1.9:** Indicates significant concerns or challenges in this area. A score in this range suggests that immediate attention and action may be needed to address the issues raised by respondents.
- **2.0 - 2.9:** Indicates areas of concern. This range suggests that while there may be some positive aspects, improvement is necessary to meet the needs of the school community.
- **3.0 - 3.9:** Indicates a moderate level of satisfaction. A score in this range suggests that the school climate is generally positive but may benefit from targeted interventions to further enhance experiences.
- **4.0 - 4.5**: Indicates a strong performance. A score in this range reflects a mostly positive experience, with only minor areas for improvement.
- **4.6 - 5.0:** Indicates excellence. A score in this range reflects a highly positive and supportive school climate, with respondents expressing strong satisfaction in this area.

As you review the results, higher scores reflect greater satisfaction and stronger performance in the specific dimensions measured. Lower scores indicate areas where improvements may be needed to enhance the overall school climate.

For any dimension where the average score falls below 4.0, the report will include recommended supports and offerings aimed at improving performance in that area. These supports may include targeted interventions, additional resources, or specific strategies to address identified concerns and foster a more positive school climate.

As you review the results, higher scores indicate greater satisfaction and stronger performance, while lower scores reflect areas where improvement efforts should be focused. The recommendations provided for scores below 4.0 will be essential in guiding the next steps for continuous improvement.

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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Overview of Survey Dimensions

The School Climate Survey measures key areas that impact the student, staff, and family experience in schools. These dimensions help assess school culture, relationships, engagement, and overall climate. Each section below provides an overview of what is being measured.

Social Emotional & Physical Safety

This dimension evaluates whether students and staff feel safe at school, both physically and emotionally. It assesses the presence of respectful interactions, bullying prevention, school security measures, and staff responsiveness in maintaining a safe and supportive environment.



Key Focus Areas:

- Feeling safe from physical harm and bullying
- Perceptions of respect between students and staff
- Whether staff and students feel emotionally supported
- Whether students feel comfortable seeking help from adults

Connection & Belonging

This dimension measures how well students and staff feel connected to their school community. It explores the sense of belonging, inclusion, and the role of staff in fostering relationships with students.



Key Focus Areas:

- Whether students and staff feel a sense of belonging
- The school's efforts to create an inclusive culture
- How well teachers connect with students
- Whether students feel understood and valued

Student & Family Engagement

This dimension evaluates how well schools encourage student participation and family involvement. It looks at the availability of extracurricular activities, communication between families and schools, and how welcomed families feel in the school community.



Key Focus Areas:

- Opportunities for students to engage in school activities
- How well families are encouraged to participate in events
- Communication between teachers and families
- Whether families feel welcome and connected to the school

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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Overview of Survey Dimensions

School Rules and Environment

This dimension assesses perceptions of fairness, cleanliness, and the effectiveness of school rules in maintaining an orderly and respectful environment.



Key Focus Areas:

- Whether students and staff see fair enforcement of school rules
- The physical condition of the school, including cleanliness and resources
- Whether students feel they can ask for help when needed
- Whether students and staff would recommend their school to others

Inclusion

This dimension explores whether students and staff feel that diversity is respected and embraced at school. It assesses whether students of all backgrounds feel accepted and included in the school environment.



Key Focus Areas:

- Respect for differences among students and staff
- Whether students of all backgrounds feel included
- Whether students feel free to express themselves
- Perceptions of school diversity and inclusion efforts

Student Connections with Teachers

This dimension evaluates the quality of relationships between students and teachers, focusing on how well teachers support and engage with students in their academic and personal growth.



Key Focus Areas:

- Whether teachers are open to student input
- Teacher support for student goals and well-being
- Whether staff notices when students are struggling
- Whether students feel valued and encouraged by teachers

Student Connections with Teachers

This dimension evaluates the quality of relationships between students and teachers, focusing on how well teachers support and engage with students in their academic and personal growth.



Key Focus Areas:

- Whether students feel supported by their peers
- How welcoming the school is to new students
- Whether students feel comfortable interacting with others
- Whether students build meaningful friendships

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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Overview of Survey Dimensions

Peer Pressure (Social Media Focus)

This dimension explores the influence of peer pressure, particularly through social media, on student behavior and well-being. It examines how students are affected by online trends and whether they feel pressure to conform.



Key Focus Areas:

- Whether students feel pressured to act a certain way because of social media
- The role of peer expectations in decision-making
- Whether students feel comfortable saying no to peer pressure
- How well the school supports students in managing social media pressures

Professionalism *staff only

This dimension assesses staff collaboration, communication, and workplace culture within the school. It measures whether staff feel respected, supported, and part of a professional learning community.



Key Focus Areas:

- Whether staff feel comfortable asking for help
- Whether staff communicate with professionalism
- Whether new staff are welcomed and supported
- The overall workplace culture and collaboration

Leadership * staff only

This dimension evaluates the effectiveness of school leadership in providing support, resources, and professional development opportunities for staff. It also examines communication, decision-making, and recognition of staff contributions.



Key Focus Areas:

- Whether leadership allocates resources fairly
- Opportunities for staff collaboration and growth
- Whether staff feel supported by school leadership
- Leadership's ability to communicate goals effectively

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Survey Participation

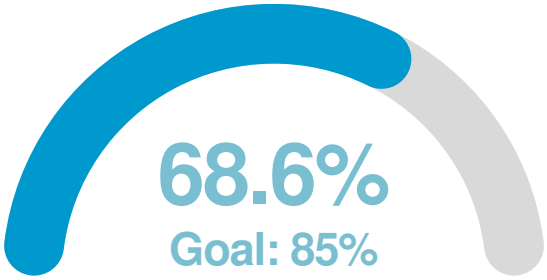
📊 Participation Highlights

OFY San Gabriel made a strong effort to gather meaningful feedback through the Altitude School Climate Survey as part of its ongoing commitment to fostering a positive school environment.

- 📊 Although participation rates—68.6% of students, 39.5% of staff, and 24.3% of parents—did not meet the original goals, the responses still offer valuable insights into the experiences and perceptions of the school community.
- 🔄 OFY San Gabriel remains dedicated to increasing engagement in future surveys by enhancing communication efforts and ensuring all stakeholders feel encouraged and empowered to share their voices.

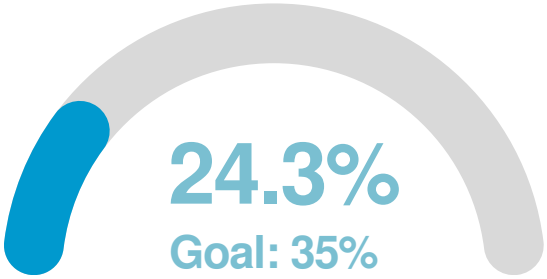
Student Responses: 158

of 230



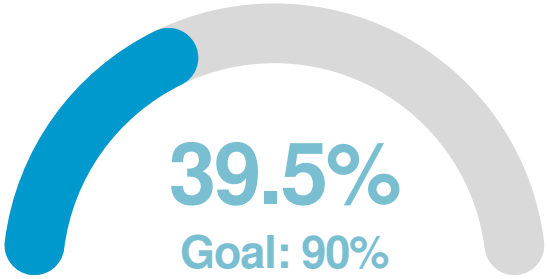
Parent Responses: 56

of approximately 230



Staff Responses: 17

of 43



Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: High Level Data Overview

📊 Data Visualized

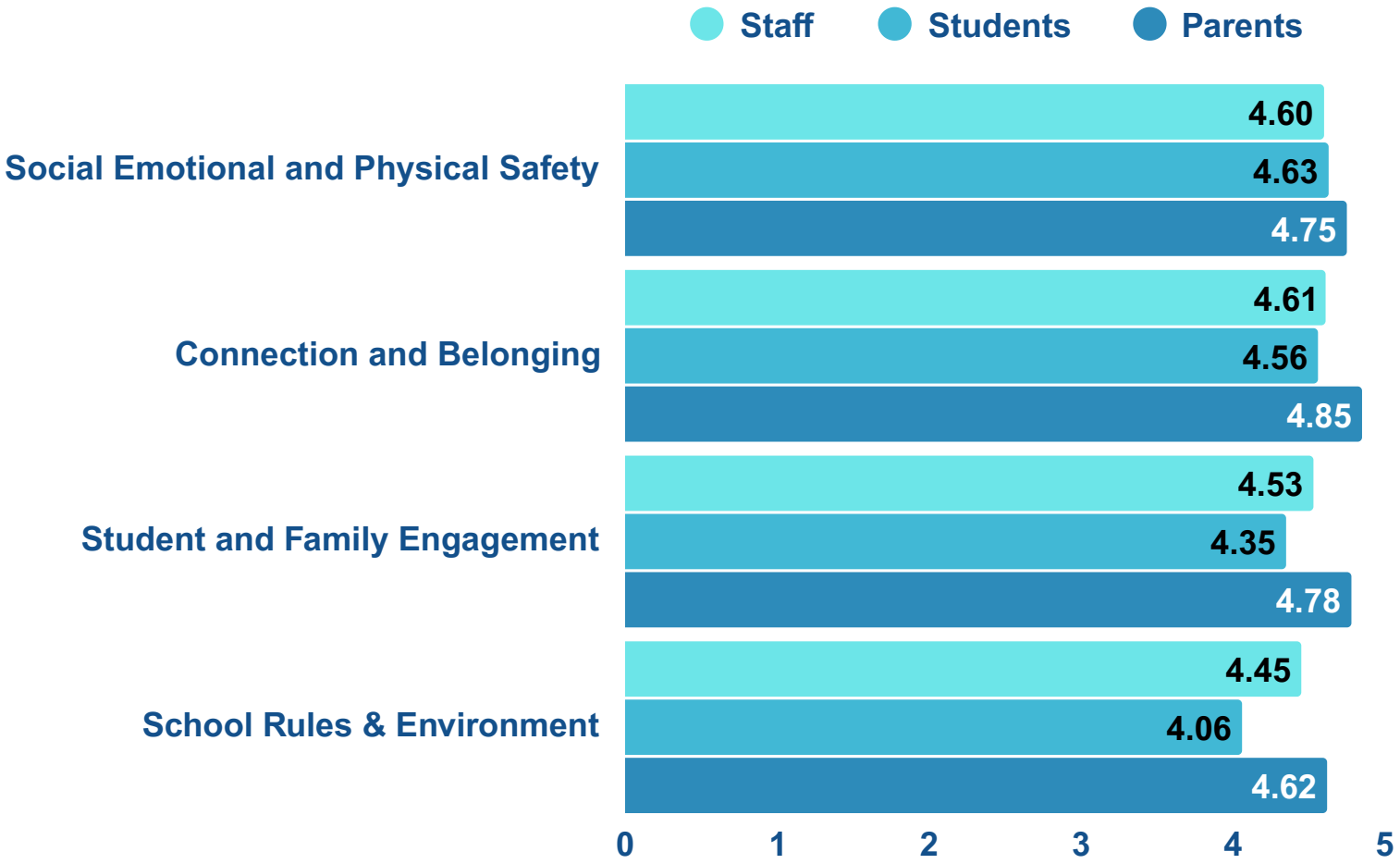
The following charts present a comparative analysis of the climate survey conducted for OFY San Gabriel, capturing perceptions from staff, students, and parents across multiple critical dimensions of school climate.

Key strengths include:

- High confidence in social-emotional and physical safety.
- Strong sense of connection and belonging within the school community.
- Professionalism among school staff rated very positively.

Areas of opportunity:

- Student-teacher relationships.
- Fairness and clarity of school rules and environment.
- Perceptions of peer pressure, especially related to social media.

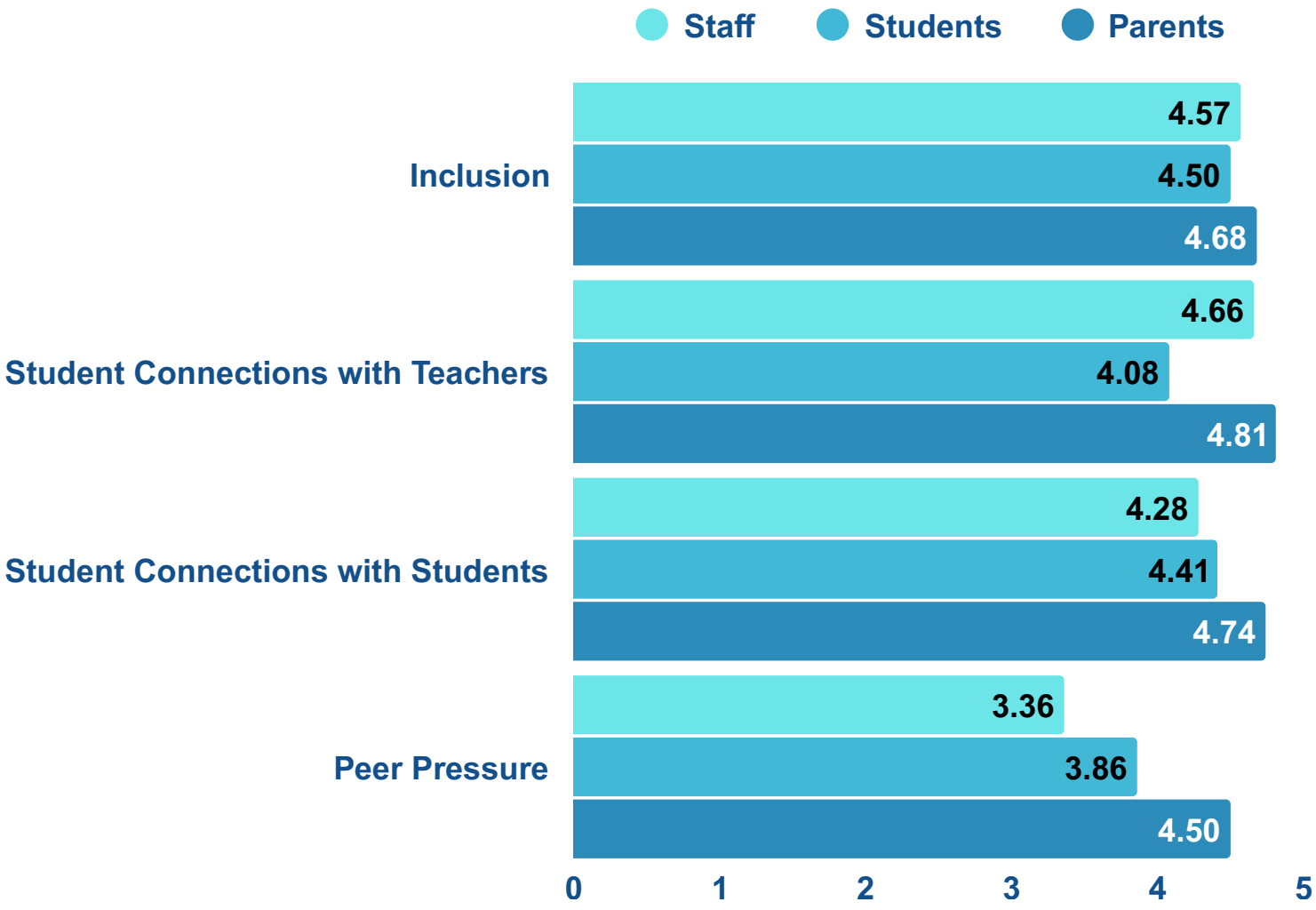


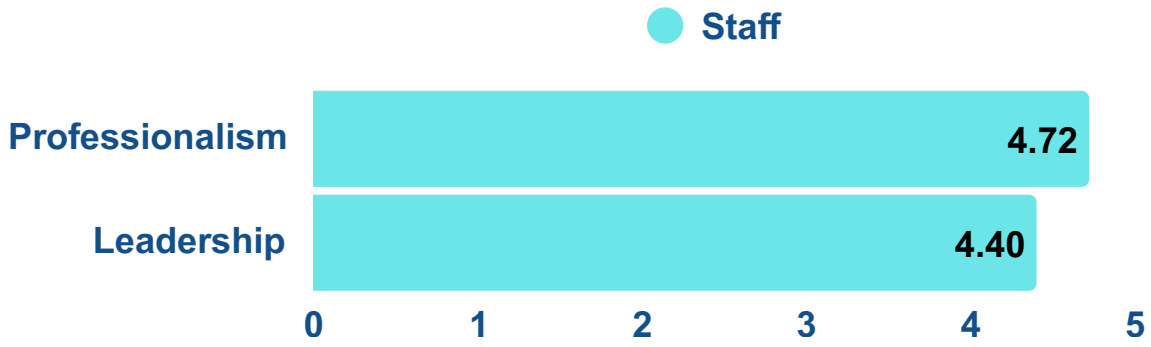
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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: High Level Data Overview





Altitude
School Climate Survey

A Comprehensive Overview of Educational Partners Sense of Safety and Connectedness

For Options for Youth San Gabriel

Parent/Guardian Survey Results

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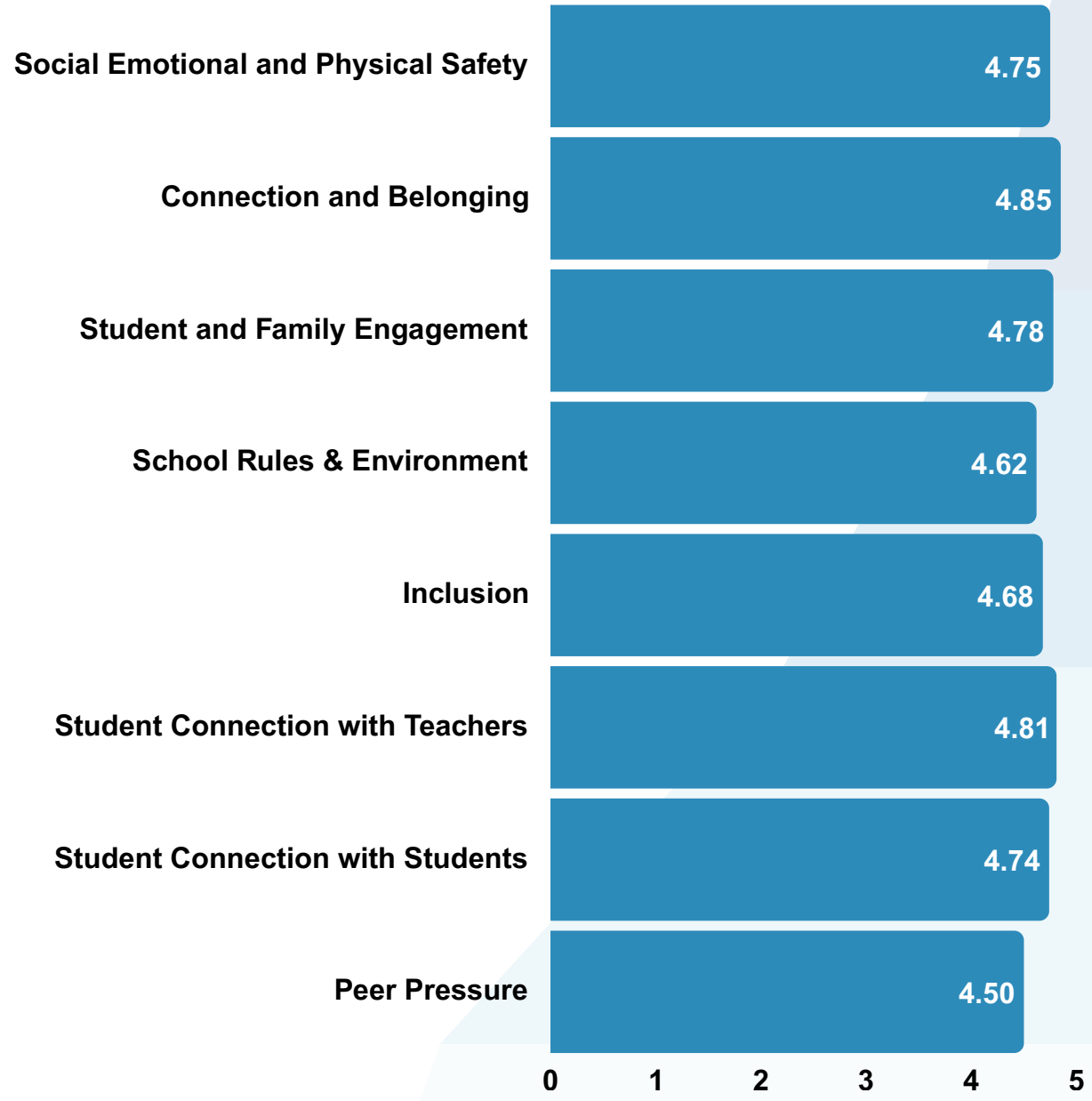
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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Parent/Guardians

Parents consistently rate school climate dimensions highly, reflecting strong confidence and satisfaction. This chart underscores strong parental confidence in the school's climate while pinpointing select areas for focused growth and deeper parental engagement moving forward.



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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Parent/Guardians

Parent Voice Highlights



Social Emotional & Physical Safety

💬 **"This school is a safe place."**

📊 **Score: 4.73 / 5**



Student & Family Engagement

💬 **"Families are encouraged to participate in school events."**

📊 **Score: 4.78 / 5**



Connection & Belonging

💬 **"My student feels they belong at this school."**

📊 **Score: 4.8/ 5**



School Rules and Environment

💬 **"School rules are fairly applied to all students."**

📊 **Score: 4.62 / 5**



Inclusion

💬 **"Families of all backgrounds are welcomed and treated equally."**

📊 **Score: 4.7/ 5**



Student Connections with Teachers

💬 **"My student's teacher is supportive of their goals."**

📊 **Score: 4.81 / 5**



Student Connections with Students

💬 **"Other students are friendly towards my student."**

📊 **Score: 4.74 / 5**



Peer Pressure (Social Media Focus)

💬 **"My student talks about pressure they feel from social media."**

📊 **Score: 4.5 / 5**

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Parent/Guardians

Overview

This report summarizes parent responses to the School Climate Survey, capturing perceptions across eight dimensions that influence student safety, engagement, inclusion, and school leadership. Results are presented on a 1–5 scale, where 5 indicates the highest possible agreement. Dimensions scoring below 4.0 are considered in need of additional support; in this report, all areas scored above the support threshold.

Social Emotional & Physical Safety

Average Score: 4.75 / 5

Overview:

This dimension evaluates parents' perceptions of their child's physical and emotional safety at school. It includes feelings of respect between students and staff, the presence of bullying, adult responsiveness, and the general school climate.

What Was Measured:

- School as a safe place
- Respectful interactions between students and teachers
- Positive school energy and environment
- Adult responsiveness to bullying or mistreatment

Key Insights:

Parents gave this dimension a strong rating of 4.75, reflecting high confidence in the school's efforts to keep students safe, supported, and respected. The consistently high scores suggest that families trust the school to maintain a positive and secure learning environment.

Connection & Belonging

Average Score: 4.85 / 5

Overview:

This dimension explores how well students feel connected to the school community and supported by both peers and staff. It reflects a school's ability to create an inclusive, welcoming, and emotionally affirming atmosphere.

What Was Measured:

- Student social acceptance
- Inclusive practices
- Staff helping students feel connected
- Student-teacher relationship support

Key Insights:

With a near-perfect average of 4.85, parents overwhelmingly felt their students were connected to school and accepted by peers and staff. They reported that their students enjoy coming to school and that teachers work to build individual connections. These responses reflect a deep sense of trust in the school's ability to foster belonging and emotional wellness.

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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Parent/Guardians

Student & Family Engagement

Average Score: 4.78 / 5

Overview:

This dimension reflects how well the school supports family involvement and student engagement in school activities and communication. It includes outreach, event participation, and the school's efforts to make families feel welcome.

What Was Measured:

- Participation in school events
- Opportunities for student involvement
- Communication between teachers and families
- Welcoming environment for families

Key Insights:

Parents rated this dimension highly at 4.78. They felt the school creates many opportunities for students to get involved and that families are encouraged to participate in school events. Many parents shared that they feel informed and welcomed, contributing to a strong school-family partnership.

School Rules and Environment

Average Score: 4.62 / 5

Overview:

This dimension explores how parents view the structure and upkeep of the school environment, as well as the fairness and consistency of rule enforcement

What Was Measured:

- Fair application of school rules
- Classroom support and structure
- Cleanliness and organization of school environment
- Availability of school materials

Key Insights:P

Parents scored this area at 4.62, reflecting a positive impression of the school's physical environment and rule systems. Families feel the school is clean, safe, and fair in how it handles student behavior

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Parent/Guardians

Inclusion

Average Score: 4.68 / 5

Overview:
This dimension assesses how the school includes and respects students and families from all backgrounds.

What Was Measured:

- Respect for student and family differences
- Support for diverse backgrounds and equal treatment
- Freedom for students to be themselves

Key Insights:
Parents gave a score of 4.68, highlighting a belief that the school creates a space where all students and families are respected. Many respondents felt that the school values diversity and encourages students to be themselves. The responses suggest a school culture rooted in equity and inclusivity.

Student Connections with Teachers

Average Score: 4.81 / 5

Overview:
This dimension explores parent perceptions of the relationship between students and teachers—how well staff know, support, and encourage students.

What Was Measured:

- Teacher encouragement and support
- Checking in on students' well-being
- Respect and communication
- Belief in student potential

Key Insights:
Scoring 4.81, this dimension showed that parents feel strongly about the positive relationships between students and teachers. Parents noted that teachers take time to get to know their students and support them both academically and emotionally.

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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Parent/Guardians

Student Connections with Students

Average Score: 4.74 / 5

Overview:

This dimension assesses how well students are connecting with one another and whether the peer environment is friendly, respectful, and inclusive.

What Was Measured:

- Friendships and social inclusion
- Welcoming new students
- Encouragement from peers
- Positive student interactions

Key Insights:

Parents rated this dimension at 4.74, suggesting strong belief in a positive peer culture. Families feel students are kind, welcoming, and inclusive—key elements in a supportive school environment.

Peer Pressure (Social Media Focus)

Average Score: 4.50 / 5

Overview:

This dimension examines whether students are feeling peer pressure—especially through social media—and whether parents feel the school is supporting students in navigating that pressure.

What Was Measured:

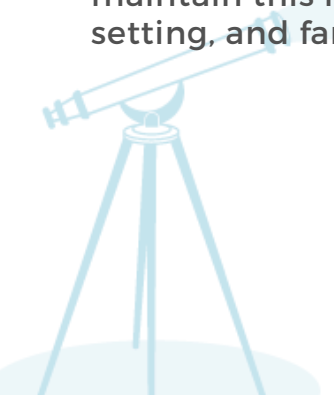
- Awareness of peer pressure challenges
- Concerns about student use of social media
- Perception of school support in resisting negative peer influence
- Impact of online trends on student choices

Key Insights:

Rated at 4.50, this dimension shows that parents generally believe the school is proactive in helping students navigate online peer pressure. While this is a strong score, continued digital citizenship education could further enhance parent confidence and student preparedness.

Next Steps:

This report highlights strong alignment between family perceptions and the school's climate priorities. Dimensions such as Connection & Belonging, Student-Teacher Relationships, and Family Engagement received especially high marks. Ongoing efforts to build digital wellness programs and inclusive school practices will help maintain this momentum. These insights can guide continuous improvement, goal setting, and family partnership strategies.



Altitude
School Climate Survey

A Comprehensive Overview of Educational Partners Sense of Safety and Connectedness

For Options for Youth San Gabriel

Student Survey Results

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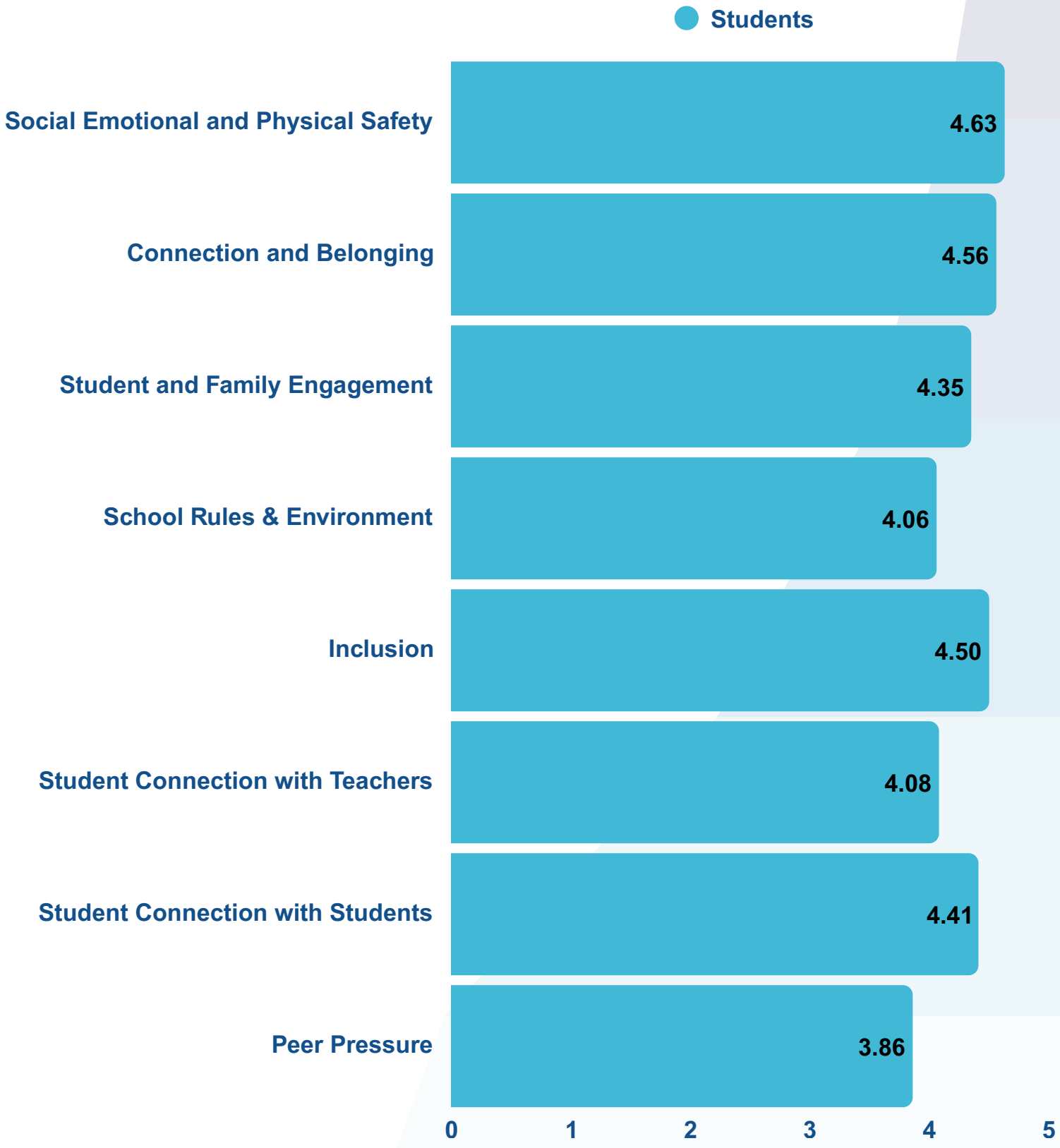
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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Students



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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Students

Student Voice Highlights



Social Emotional & Physical Safety

💬 **"At school, I feel safe from physical harm."**

📊 **Score: 4.63 / 5**



Student & Family Engagement

💬 **"I have chances to participate and share my ideas."**

📊 **Score: 4.0 / 5**



Connection & Belonging

💬 **"I belong at my school."**

📊 **Score: 4.56 / 5**



School Rules and Environment

💬 **"School rules are fairly applied to all students."**

📊 **Score: 4.1 / 5**



Inclusion

💬 **"School rules are fairly applied to all students."**

📊 **Score: 4.5 / 5**



Student Connections with Teachers

💬 **"My teacher believes that I will be a success."**

📊 **Score: 4.08 / 5**



Student Connections with Students

💬 **"Students are friendly towards other students."**

📊 **Score: 4.41 / 5**



Peer Pressure (Social Media Focus)

💬 **"I feel pressure to be on social media to fit in."**

📊 **Score: 3.86 / 5**

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Students

Overview

This report summarizes student responses to the School Climate Survey, which gathered student perceptions across eight key dimensions affecting school climate and culture. Results are rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Dimensions scoring below 4.0 are noted as areas for growth and will be addressed with targeted supports and resources.

Social Emotional & Physical Safety

Average Score: 4.63 / 5

Overview:
This dimension evaluates how safe and emotionally supported students feel at school. It covers respect, bullying, physical safety, and the positivity of the school environment.

What Was Measured:

- Feeling safe at school
- Respect from teachers and peers
- Support when experiencing bullying
- Positive school energy

Key Insights:

Students gave this dimension a strong score of 4.63. They overwhelmingly reported feeling safe at school and supported by staff. Students also expressed that their school maintains a positive atmosphere and that bullying is addressed by adults. This indicates a secure and supportive school climate.

Connection & Belonging

Average Score: 4.56 / 5

Overview:
This dimension assesses whether students feel connected to school and supported by the people around them, including staff and peers.

What Was Measured:

- Feeling socially accepted
- Enjoyment of school
- Positive student-teacher relationships
- Sense of belonging and inclusion

Key Insights:

Scoring 4.56, students reported high levels of belonging and positive relationships with both staff and peers. They shared that they feel accepted and valued, and that their school works to make them feel included. This strong connection promotes engagement and well-being.

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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Students

Student & Family Engagement

Average Score: 4.35 / 5

Overview:
This dimension assesses how involved students are in school activities and how engaged their families are with the school community.

What Was Measured:

- Participation in school-sponsored events
- Opportunities to share ideas
- Communication between teachers and families
- Student and family comfort levels with school engagement

Key Insights:
Students rated this dimension 4.35, reflecting general satisfaction with engagement opportunities. They noted active participation in extracurriculars and appreciated the school's efforts to include their families. Continued encouragement and accessible communication will help sustain these positive responses.

School Rules and Environment

Average Score: 4.06 / 5

Overview:
This dimension reflects students' views on how fairly rules are applied and the quality of the school's physical environment.

What Was Measured:

- Consistency in applying rules
- Teacher fairness and support
- Cleanliness and resource availability
- Overall school pride and environment

Key Insights:
Students gave this dimension a score of 4.06. While still above the threshold, it was one of the lower-rated categories, suggesting some variability in perceptions of fairness or school upkeep. Feedback points to opportunities for reinforcing consistent rule enforcement and maintaining clean, welcoming spaces.

Inclusion

Average Score: 4.5 / 5

Overview:
This dimension assesses whether students feel accepted and respected for who they are, regardless of background or identity.

What Was Measured:

- Respect for differences among students and staff
- Equal treatment for all
- Whether students feel free to be themselves

Key Insights:
With a score of 4.50, students feel strongly that their school is a place where they are free to express themselves and are accepted by others. They noted that diversity is recognized and celebrated, contributing to a culture of equity and belonging.

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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Students

Student Connections with Teachers

Average Score: 4.08 / 5

Overview:
This dimension assesses the strength of student-teacher relationships, including trust, communication, and emotional support.

What Was Measured:

- Teachers listening to students
- Encouragement and belief in student potential
- Teacher recognition of effort and progress
- Emotional check-ins and support

Key Insights:
Rated 4.08, this dimension shows students generally feel supported by teachers but also reveals room to strengthen individual relationships. While students acknowledge that staff care, targeted strategies like check-ins and mentorships could enhance connection and support.

Student Connections with Students

Average Score: 4.41 / 5

Overview:
This dimension examines how well students get along with their peers, form friendships, and experience a sense of community.

What Was Measured:

- Openness to helping peers
- Friendship and social engagement
- Welcoming new students
- Encouragement and kindness among peers

Key Insights:
Rated at 4.41, students reported a strong sense of community and openness with their peers. Continued investment in peer mentoring or student clubs could maintain and enhance these relationships.

Peer Pressure (Social Media Focus)

Average Score: 3.86 / 5

Overview:
This dimension examines the extent to which students feel pressure from social media and peers to act or behave in certain ways. It also assesses whether students feel supported by the school in navigating those pressures.

What Was Measured:

- Pressure to conform to social trends
- Impact of social media on student behavior
- Perception of peer influence
- Support from school in resisting peer pressure

Key Insights:
With a 3.86 average, this was the lowest-scoring dimension. Students reported feeling some pressure from peers and social media, indicating a potential need for targeted education on digital wellness and peer influence.

Next Steps:

Students at OFY San Gabriel reported a strong sense of safety, belonging, and respectful relationships. Areas like Student Connections with Teachers and Peer Pressure received lower scores and may benefit from increased 1:1 teacher-student engagement and supports for navigating social media. These insights provide an important window into how students experience the school climate day-to-day and can guide action planning in student engagement, communication, and wellness.

Altitude
School Climate Survey

A Comprehensive Overview of Educational Partners Sense of Safety and Connectedness

For Options for Youth San Gabriel

Staff Survey Results



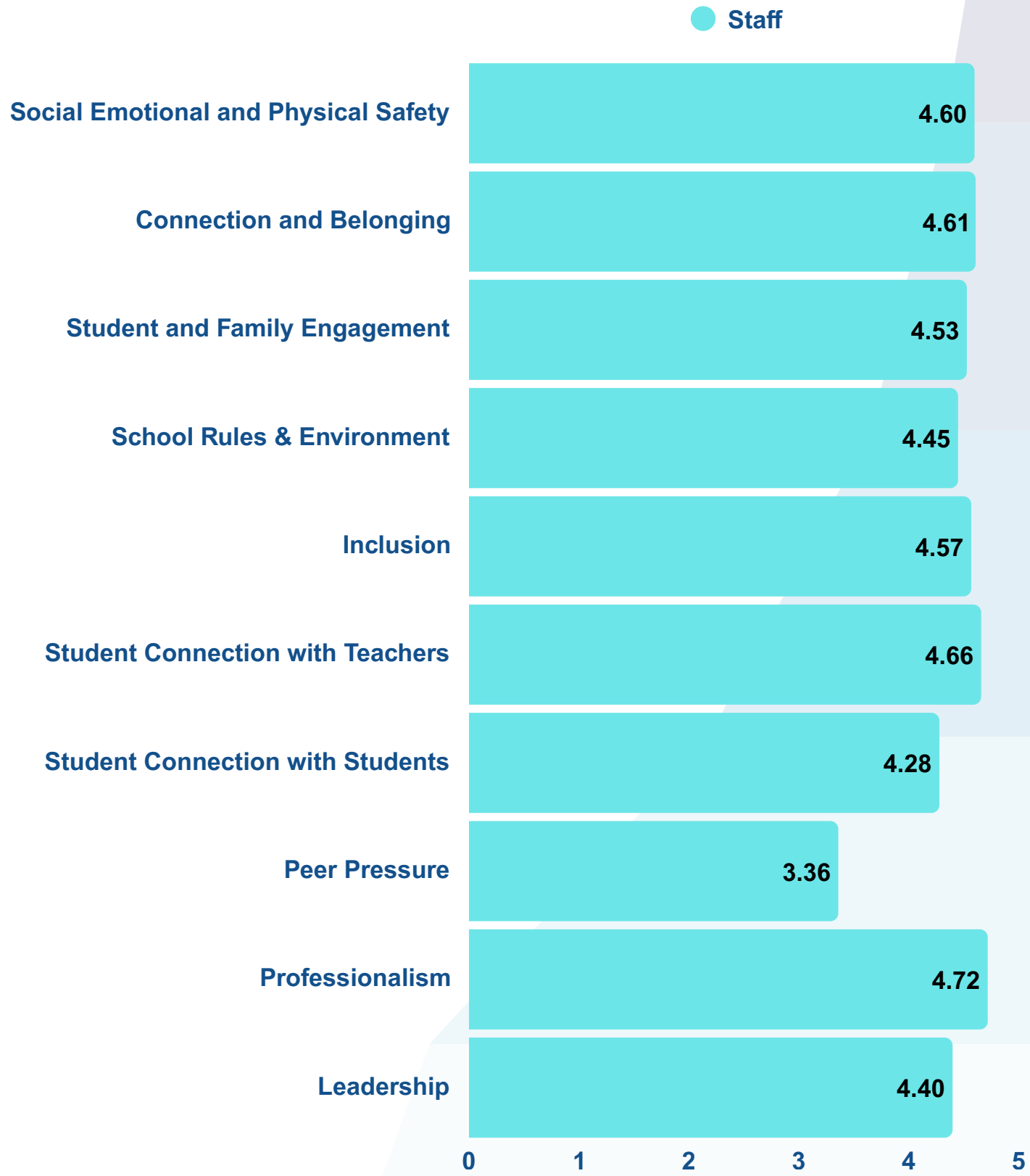
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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Staff



SKYROCKET EDUCATION SERVICES™

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Staff

Staff Voice Highlights



Social Emotional & Physical Safety

💬 **"Staff feel confident in their role keeping students safe."**

📊 **Score: 4.6 / 5**



Student & Family Engagement

💬 **"Teachers are proud of their work to engage students and families."**

📊 **Score: 4.53 / 5**



Connection & Belonging

💬 **"Staff consistently build strong relationships with students."**

📊 **Score: 4.61/ 5**



School Rules and Environment

💬 **"The school is clean, organized, and rules are applied fairly."**

📊 **Score: 4.45 / 5**



Inclusion

💬 **"Staff report a respectful and inclusive culture."**

📊 **Score: 4.57 / 5**



Student Connections with Teachers

💬 **"Teachers believe in their students and make time to support them."**

📊 **Score: 4.66 / 5**



Student Connections with Students

💬 **"Staff observe positive peer relationships among students."**

📊 **Score: 4.28 / 5**



Peer Pressure (Social Media Focus)

💬 **"Staff see opportunities to grow awareness and strategies around social media."**

📊 **Score: 3.36 / 5**

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Staff

Overview

This report summarizes staff responses to the School Climate Survey, which measured perceptions across multiple dimensions impacting school culture, student relationships, family engagement, and staff experience. Results are reported on a 1–5 scale, with 5 being the highest possible score. Dimensions scoring below a 4.0 are considered in need of additional support.

Social Emotional & Physical Safety

Average Score: 4.60 / 5

Overview:

This dimension assesses how staff perceive the physical and emotional safety of the school environment. It includes staff views on student-teacher respect, school positivity, and the role of staff in maintaining a safe and caring atmosphere..

What Was Measured:

- Physical and emotional safety of students
- Positive school culture
- Respectful behavior between staff and students
- Staff responsibility in promoting a safe environmen

Key Insights:

With a score of 4.60, staff show high confidence in the school's safety and emotional support practices. This reflects strong culture-building and awareness of how staff contribute to a safe environment.

Connection & Belonging

Average Score: 4.61 / 5

Overview:

This dimension explores how well students are supported in feeling a sense of belonging, connection, and inclusion within the school community. It focuses on staff perceptions of how effectively the school fosters student-staff relationships, social acceptance, and overall connectedness.

What Was Measured:

- Staff efforts to make students feel included
- Support for student confidence and self-worth
- Efforts to build connections with students
- Social acceptance and community inclusion

Key Insights:

Staff rated this area 4.61, highlighting strong efforts to build student connections and a welcoming environment. It shows the school is committed to creating positive experiences for students.

SKYROCKET EDUCATION SERVICES™

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Staff

Student & Family Engagement

Average Score: 4.53 / 5

Overview:
This dimension explores how staff view student involvement in school activities and family engagement with school programs and communication

What Was Measured:

- Student participation in school events
- Family involvement and comfort communicating with school
- Opportunities for student voice
- Staff encouragement of family-school partnerships

Key Insights:

Scoring 4.53, staff see strong school-family partnerships and high levels of student engagement. They believe communication channels are open and families feel welcome

School Rules and Environment

Average Score: 4.45 / 5

Overview:
This dimension assesses the clarity and fairness of school rules, how well the rules are enforced, and the general quality of the school environment. It includes staff views on how students are treated, the cleanliness and organization of the campus, and availability of learning materials.

What Was Measured:

- Consistency of school rules
- Teacher-student interactions related to discipline
- School cleanliness and maintenance
- Availability of instructional materials

Key Insights:

With a score of 4.45, staff believe rules are enforced fairly and that the learning environment is clean and orderly. Some responses indicate potential for refining consistency or access to materials.

SKYROCKET EDUCATION SERVICES™

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Staff

Inclusion

Average Score: 4.57 / 5

Overview:

The Inclusion dimension evaluates how well the school promotes diversity, equity, and inclusion. It reflects whether students and staff from all backgrounds feel accepted, supported, and able to be themselves.

What Was Measured:

- Respect for cultural, racial, and individual differences
- Equal treatment of all students
- Support for student self-expression
- Diverse and inclusive learning environment

Key Insights:

Staff scored this area 4.57, showing that the school is seen as a place where diversity is honored and everyone is treated fairly. Continued professional learning around equity and inclusion can strengthen this even further.

Student Connections with Teachers

Average Score: 4.66 / 5

Overview:

This dimension evaluates how staff perceive the quality of student-teacher relationships, including emotional support, encouragement, and recognition.

What Was Measured:

- Teachers' responsiveness to student needs
- Encouragement and celebration of student effort
- Trust and communication between staff and students
- Belief in students' potential

Key Insights:

This dimension received one of the highest scores at 4.66. Staff recognize the role of positive teacher-student relationships and believe students feel supported and seen.

SKYROCKET EDUCATION SERVICES™

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Results: Staff

Student Connections with Students

Average Score: 4.28 / 5

Overview:
This dimension reflects staff perceptions of student-to-student relationships, including inclusiveness, encouragement, and peer support.

What Was Measured:

- Students helping each other
- Social interaction and peer support
- Welcoming atmosphere for new students
- Student culture and friendliness

Key Insights:
Rated 4.28, this dimension reflects overall positive peer relationships with some opportunity to enhance peer engagement strategies or mentorship programming.

Professionalism

Average Score: 4.72 / 5

Overview:
This dimension assesses staff collaboration, communication, and mutual respect. It also includes how well new staff are supported and integrated into the school community.

What Was Measured:

- Collaboration and support among colleagues
- Respectful workplace communication
- Onboarding experience and professional development
- Overall morale and workplace positivity

Key Insights:
Scoring 4.72, this was one of the highest-rated areas by staff. Collegiality, professionalism, and mutual support are clearly strong across the school team.

Leadership

Average Score: 4.4 / 5

Overview:
This dimension evaluates how well school leadership supports staff and involves them in meaningful decisions. It also reflects perceptions of fairness, recognition, and communication from leadership.

What Was Measured:

- Fairness in resource distribution
- Opportunities for staff collaboration and input
- Access to professional development
- Staff appreciation and transparency from leadership

Key Insights:
Staff rated leadership at 4.40, showing confidence in school leadership. There may be room for more shared decision-making or visibility from leaders.

Peer Pressure (Social Media Focus)

Average Score: 3.36 / 5

Overview:

This dimension explores how social media and peer dynamics influence student behavior and well-being. It highlights staff awareness of these pressures and the school's role in supporting students.

What Was Measured:

- Student exposure to social media-driven trends
- Perceived pressure to act in certain ways
- Impact of online comparison and digital behavior
- Staff understanding and intervention strategies

Key Insights:

With a score of 3.36, this was the lowest-rated dimension. Staff recognize the role of social media in shaping student behavior but may feel they lack the tools or training to fully support students. This signals a need for additional guidance or professional development around digital citizenship and peer influence.

Next Steps:

Staff at OFY San Gabriel reported strong levels of connection, professionalism, and belief in student potential. Continued development in leadership communication and student peer culture can enhance the already supportive environment. Targeted resources addressing peer pressure and social media trends can further empower staff to support students in meaningful ways.

Altitude
School Climate Survey

A Comprehensive Overview of Educational Partners Sense of Safety and Connectedness

For Options for Youth San Gabriel

Comparative Climate Survey Report

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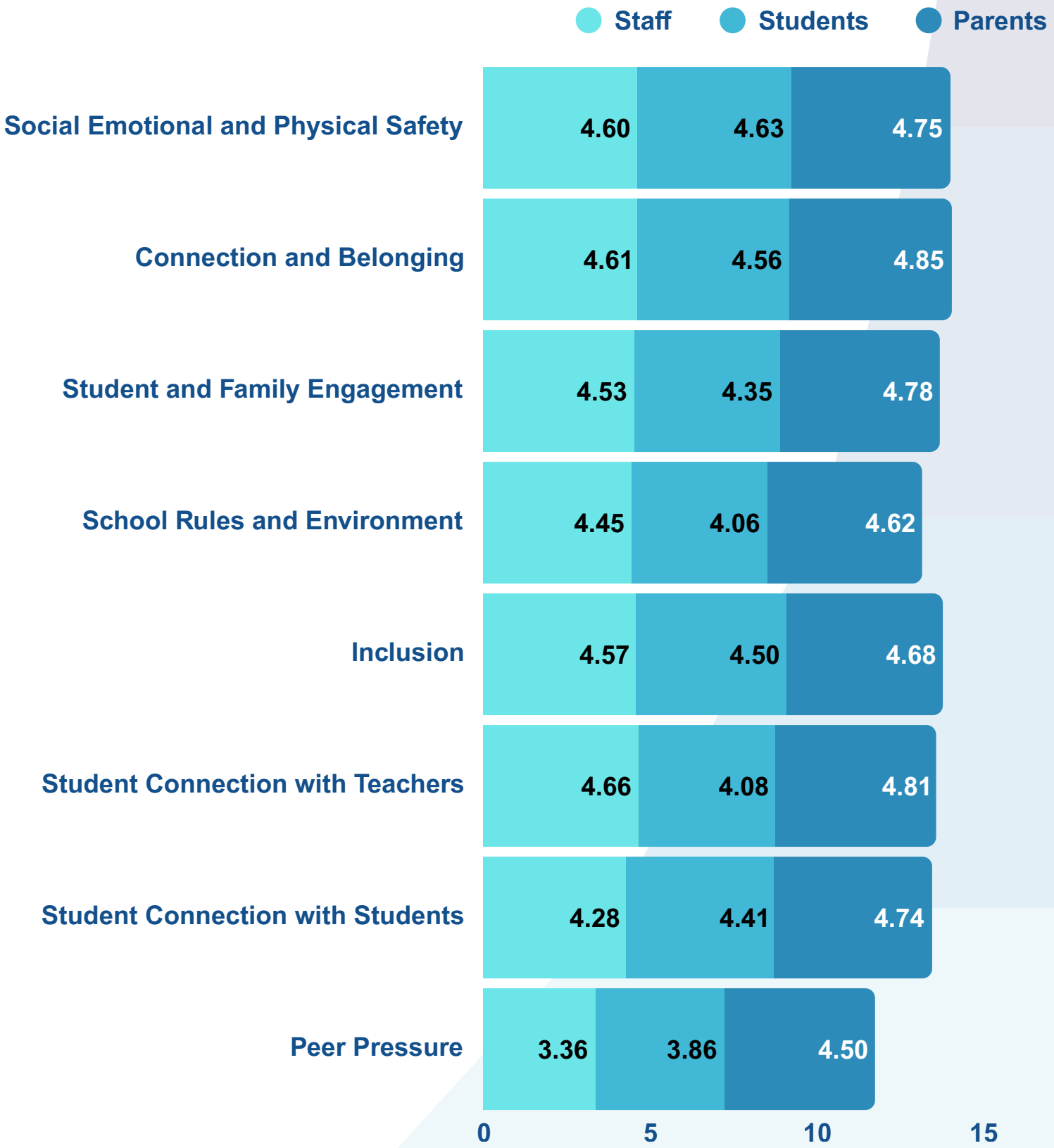
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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Comparative Climate Survey Report



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Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Comparative Climate Survey Report

Social Emotional & Physical Safety

Staff Score: 4.60 / 5
Student Score: 4.63 / 5
Parent Score: 4.75 / 5

Overview:
This dimension measures perceptions of safety and emotional well-being within the school. It captures how secure students feel physically and emotionally, how respectful school interactions are, and whether staff are perceived as caring and supportive.

What Was Measured:

- Feeling safe from physical harm and bullying
- Respect among students and staff
- Support for students who are mistreated
- Positive emotional school cultur

Key Insights:

All three groups gave this dimension high scores, with parents rating it the highest at 4.75. This strong alignment reflects shared confidence in the school's efforts to foster a safe, welcoming environment. Staff and student scores were consistent at 4.60 and 4.63, respectively, affirming the effectiveness of the school's current safety protocols and positive relationship-building. This strong baseline offers a solid platform to maintain and enhance trust in the learning environment.

Peer Pressure (Social Media Focus)

Staff Score: 3.36 / 5
Student Score: 3.86 / 5
Parent Score: 4.45 / 5

Overview:
This dimension explores the influence of peer pressure—particularly through social media—on students' behavior and decision-making. It examines whether students feel pressured to conform to online trends and if the school environment helps them resist these influences..

What Was Measured:

- Student exposure to social pressure online
- School strategies to address peer influence
- Support systems for students dealing with social media pressure
- Perceptions of how social media affects school culture

Key Insights:

This dimension reveals differing perceptions across the community. Staff rated it lowest at 3.36, suggesting uncertainty or limited confidence in addressing social media-related peer pressure. Students gave a moderate score of 3.86, indicating they do feel some influence but possibly lack formal supports. Parents, meanwhile, rated this dimension quite positively at 4.45, which could indicate they feel the school is doing enough, even if students and staff feel differently. This gap suggests a need for more focused communication with families and stronger peer influence interventions at the school level

SKYROCKET EDUCATION SERVICES™

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Comparative Climate Survey Report

Connection & Belonging

Staff Score: 4.61 / 5
Student Score: 4.56 / 5
Parent Score: 4.85 / 5

Overview:
This dimension explores how well students feel they belong and are accepted in their school environment. It evaluates emotional connections between students and teachers, feelings of inclusion, and whether students feel understood by their school community.

What Was Measured:

- Feelings of inclusion and belonging
- Staff efforts to connect with students
- Student enjoyment of school and peer support
- Supportive and welcoming school culture

Key Insights:

This was one of the highest-rated dimensions across all stakeholder groups, with parents giving a remarkable 4.85. These responses suggest the school excels in fostering emotional safety and inclusivity. Staff and student scores, both above 4.5, further emphasize the community's collective investment in making students feel seen and valued. Continued emphasis on staff-student relationships and inclusive peer practices will sustain this momentum.

Student & Family Engagement

Staff Score: 4.53 / 5
Student Score: 4.35 / 5
Parent Score: 4.78 / 5

Overview:
This dimension evaluates how well the school promotes student participation and engages families in meaningful ways. It measures communication, extracurricular participation, and opportunities for involvement.

What Was Measured:

- Opportunities for student participation
- Family engagement in school events
- Communication between staff and families
- Student and family comfort in participating

Key Insights:

Parents gave the highest rating here, at 4.78, underscoring their perception of strong school-family communication and involvement. Staff echoed this positivity with a 4.53, while students rated slightly lower at 4.35. The gap suggests potential growth areas in student-led engagement or broader inclusion in extracurricular opportunities. Elevating student voice and expanding participation avenues could increase engagement further.

SKYROCKET EDUCATION SERVICES™

Altitude: School Climate Survey Overview

Options for Youth San Gabriel

Comparative Climate Survey Report

School Rules and Environment

Staff Score: 4.45 / 5
Student Score: 4.06 / 5
Parent Score: 4.62 / 5

Overview:
This dimension assesses perceptions of fairness in rule enforcement, the overall school environment, and access to materials and support. It captures how organized and equitable the school feels to different stakeholder groups.

What Was Measured:

- Fair application of rules
- Classroom management and behavior expectations
- Access to school materials and support
- Cleanliness and condition of facilities

Key Insights:
While parents and staff reported positive experiences in this dimension, with scores above 4.4, students gave a more moderate 4.06. This suggests that while adults perceive fairness and organization, students may have different lived experiences related to discipline or classroom management. Exploring student perceptions through focus groups or restorative practices may uncover root causes and bridge this gap.

Inclusion

Staff Score: 4.57 / 5
Student Score: 4.50 / 5
Parent Score: 4.68 / 5

Overview:
This dimension evaluates how students from all backgrounds are treated and whether differences are celebrated and respected.s.

What Was Measured:

- Respect for cultural and individual differences
- Freedom of self-expression
- Fair treatment of all student groups
- Diversity in the school communit

Key Insights:
With all groups scoring above 4.5, this is a standout strength. Students, parents, and staff consistently see the school as a place where diversity is embraced. The high level of agreement indicates the school has fostered a culture of acceptance and fairness. Continuing to spotlight student stories and incorporating equity into daily practices will keep this area thriving.

SKYROCKET EDUCATION SERVICES™

Altitude: School Climate Survey Overview
Options for Youth San Gabriel
Comparative Climate Survey Report

Student Connections with Teachers

Staff Score: 4.66 / 5
Student Score: 4.08 / 5
Parent Score: 4.81 / 5

Overview:
This dimension measures the strength of teacher-student relationships as perceived by staff, students, and parents

What Was Measured:
- Teacher encouragement and recognition
- Student trust in teachers
- Belief in student potential
- Teacher attention to student well-being

Key Insights:
This dimension had one of the largest perception gaps between students (4.08) and parents (4.81). Staff also rated it very positively at 4.66. While parents and staff view teachers as highly supportive and attentive, student scores suggest a need to improve how students experience that support firsthand. Encouraging regular student feedback, advisory connections, or mentoring relationships may help close the gap.

Student Connections with Students

Staff Score: 4.28 / 5
Student Score: 4.41 / 5
Parent Score: 4.74 / 5

Overview:
This dimension captures perceptions of student-to-student relationships, including friendliness, inclusiveness, and peer support.

What Was Measured:
- Welcoming behavior among students
- Peer support and encouragement
- Building friendships
- Student-to-student interactions and kindness

Key Insights:
All three groups reflected positively on student-to-student relationships, with parents providing the highest rating. Students also reported strong peer connections, suggesting a generally friendly and cooperative atmosphere. Staff ratings were a bit more moderate, possibly indicating an opportunity to further promote positive peer modeling or provide structured social skill-building supports.

Closing Reflections

The comparative results from OFY San Gabriel highlight areas of strong alignment across stakeholders—particularly around safety, inclusion, and belonging. Differences in perception around student-teacher relationships and peer pressure suggest opportunities for improvement and collaboration. These results provide a strong foundation for action planning, dialogue, and deeper engagement with students, families, and staff alike.

Final Reflections

The results presented in this report reflect the voices of students, families, and staff at OFY San Gabriel, gathered through the Altitude School Climate Survey. By examining trends across educational partner groups, this report provides valuable insights into the strengths of the current school climate, as well as areas where targeted support or deeper engagement may be beneficial.

At Skyrocket, our goal is to support school leaders in leveraging the Altitude School Climate Survey data to drive informed, strategic decisions. These findings are more than just numbers—they represent lived experiences that can shape priorities, inform school improvement plans, and build stronger, more trusting school communities.

We commend the OFY San Gabriel team for their commitment to transparency, continuous improvement, and for fostering a safe and inclusive learning environment. A special thank you goes to all students, families, and staff who shared their voices and made this report possible.

Next Steps

As you begin analyzing your school's data, Skyrocket is here to support you on your journey toward meaningful educational partner engagement and sustaining a positive school climate.

Be sure to review the list of offerings included with this report—these resources are designed to help your team turn insights into action and ensure every voice contributes to a thriving school environment.

B.4 OFY-SG Public Hearing on the 2024-2027 Local Control and Accountability Plan ("LCAP") for Fiscal Year 2026-2027

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

May 2026

Agenda Item: OFY-SG Public Hearing on the 2024-2027 Local Control and Accountability Plan ("LCAP") for Fiscal Year 2026-2027

Purpose: The Board will review and hold a public hearing to solicit the recommendations and comments of members of the public regarding the specific goals, actions, and expenditures proposed to be included in the 2024-2027 Local Control and Accountability Plan ("LCAP") for Fiscal Year 2026-2027.

The LEA is providing the public the option to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan.

OFY San Gabriel has attached all 2026-27 Proposed Actions and Expenditures to this cover page

High Level Break Down
Estimated LCFF Supplemental Funding for 2026-27: $1,373,232

Total Proposed Actions and Expenditures in the 2026-27 LCAP Contributing to Increased or Improved Services for Low-income, EL and Foster Youth	Total Proposed LCFF Funding Actions and Expenditures in the 2026-27 LCAP	Total Proposed Other State Funding Actions and Expenditures in the 2026-27 LCAP	Total Proposed Local Funding Actions and Expenditures in the 2026-27 LCAP	Total Proposed Actions and Expenditures in the 2026-27 LCAP
$1,373,232	**$1,673,232**	**$400,000**	**$0**	**$2,073,232**

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: N/A

2024-27 LCAP Goals, Metrics, & Actions

Options For Youth San Gabriel

Goal #	Description
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.

Type of Goal	State Priorities Addressed by this Goal	
☑ Focus ☐ Broad ☐ Maintenance of Progress	☐ 1: Basic Services ☑ 2: Implementation of State Standards ☐ 3: Parent Involvement ☑ 4: Student Achievement	☑ 5:Student Engagement ☐ 6: School Climate ☐ 7: Course Access ☑ 8: Student Outcomes

Measuring and Reporting Results

Metric #	Metric	Target for Year 3 Outcome
1	Reclassification rates	Annually the charter aims to maintain or increase the EL-eligible student reclassification rate at 75% or higher.
2	SpED grad rate	SpED students will increase their graduation rate by 3% on the 2027 CA Dashboard.
3	Math Grade Equivalency	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.

2024-27 LCAP Goals, Metrics, & Actions

Options For Youth San Gabriel

4	LTEL Reading Grade Equivalency	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.
5	ELPI	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.
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

2024-27 LCAP Goals, Metrics, & Actions

Options For Youth San Gabriel

Actions

Action #	Title of Action	Description of Action	Allocation	Contributing Y/N (use of S/C funding)
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	**No**
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	$70,000	**Yes**

		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.		
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.	$250,000	**Yes**
4	All Staff Professional Development	The Charter is committed to providing continuous professional development opportunities for all teachers and administrators. These opportunities will include workshops, coaching sessions, and collaborative planning time focused on selected intervention programs tailored to accommodate diverse learners.	$70,000	**Yes**
5	EL and LTEL 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).	$65,000	**Yes**

		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.		
6	Learning Gap Closure Acceleration (LREBG)	This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on accelerating academic achievement and promoting postsecondary readiness through targeted, evidence-based academic interventions and expanded learning opportunities. The LEA will implement high-impact academic support in ELA and mathematics, including targeted intervention, credit recovery, and expanded learning opportunities such as night school. These supports are aligned to student data and designed to address unfinished learning, improve course completion, and increase progress toward on-time graduation. Research-based instructional strategies and differentiated supports will ensure students receive individualized instruction aligned to their identified needs. In addition, the LEA will promote postsecondary readiness by providing structured opportunities	$400,000	**No**

		for students to explore college and career pathways. This may include college tours, career exploration activities, and individualized guidance to support goal setting and planning beyond high school. These experiences are intended to increase student awareness, engagement, and preparedness for success after graduation. These services are principally directed toward English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, who have been disproportionately impacted by learning disruptions and require additional academic and transitional support. Metric to measure effectiveness: LCAP Goal 1 – Metrics 1, 3-6		

2024-27 LCAP Goals, Metrics, & Actions

Options For Youth San Gabriel

Goal #	Description
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.

Type of Goal	State Priorities Addressed by this Goal	
☑ Focus ☐ Broad ☐ Maintenance of Progress	☐ 1: Basic Services ☑ 2: Implementation of State Standards ☐ 3: Parent Involvement ☑ 4: Student Achievement	☑ 5:Student Engagement ☐ 6: School Climate ☑ 7: Course Access ☑ 8: Student Outcomes

Measuring and Reporting Results

Metric #	Metric	Target for Year 3 Outcome
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)	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.
2	College Credit Courses: Increase student enrollment in college credit courses to broaden their exposure to higher education experiences.	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.

2024-27 LCAP Goals, Metrics, & Actions

Options For Youth San Gabriel

3	CTE pathway completion: Expand Career Technical Education (CTE) programs to provide students with practical skills and pathways for future careers.	By 2027, The charter aims to have 10 students complete a CTE pathway as measured by the California Dashboard as well as students with the lowest CCI performance on the CA Dashboard.
4	Core Course Credit Completion	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.
5	Dass one-year grad 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.

Actions

Action #	Title of Action	Description of Action	Allocation	Contributing Y/N (use of S/C funding)
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	$140,000	**Yes**

		readiness indicators as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and hispanic students.		
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.	$80,000	**Yes**
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	$85,000	**Yes**

		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.		
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.	$70,000	**Yes**
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	$30,000	**Yes**

		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 resource advocacy for each student's needs, this includes setting up school transportation (Hop Skip, Drive). This approach ensures that Homeless and Foster Youth receive the focused attention and resources necessary to thrive academically and personally.		

2024-27 LCAP Goals, Metrics, & Actions

Options For Youth San Gabriel

Goal #	Description
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.

Type of Goal	State Priorities Addressed by this Goal	
☐ Focus ☐ Broad ☑ Maintenance of Progress	☑ 1: Basic Services ☐ 2: Implementation of State Standards ☑ 3: Parent Involvement ☐ 4: Student Achievement	☑ 5:Student Engagement ☑ 6: School Climate ☐ 7: Course Access ☐ 8: Student Outcomes

Measuring and Reporting Results

Metric #	Metric	Target for Year 3 Outcome
1	Suspension Rates	The charter will strive to maintain annual suspension rates at or below 1.5%.
2	School Climate Survey	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.
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

2024-27 LCAP Goals, Metrics, & Actions

Options For Youth San Gabriel

4	Basic Services	Annually: Teaching Assignment Monitoring Outcomes: No more than 35% Out Of-Field & Ineffective Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0
5	Dropout Rates	Maintain middle school and high school dropout rates below 5% annually.

Actions

Action #	Title of Action	Description of Action	Allocation	Contributing Y/N (use of S/C funding)
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.	$150,000	**Yes**
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	$300,000	**Yes**

		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.		
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.	$63,232	**Yes**

LCFF Budget Overview for Parents

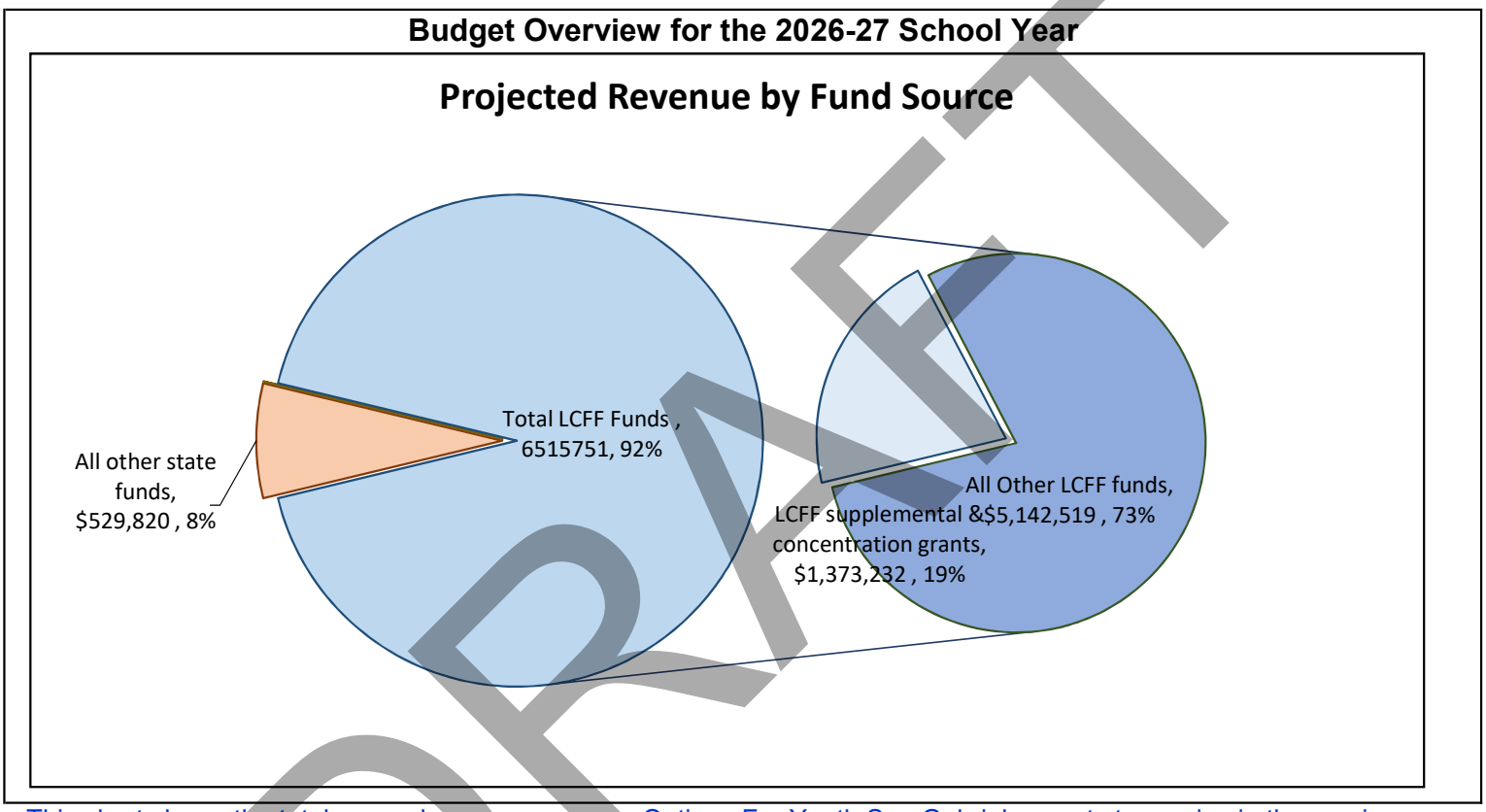
Local Educational Agency (LEA) Name: Options For Youth San Gabriel

CDS Code: 19 75291 1996016

School Year: 2026-27

LEA contact information: Megan Betry, Principal - mbetry@ofy.org

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



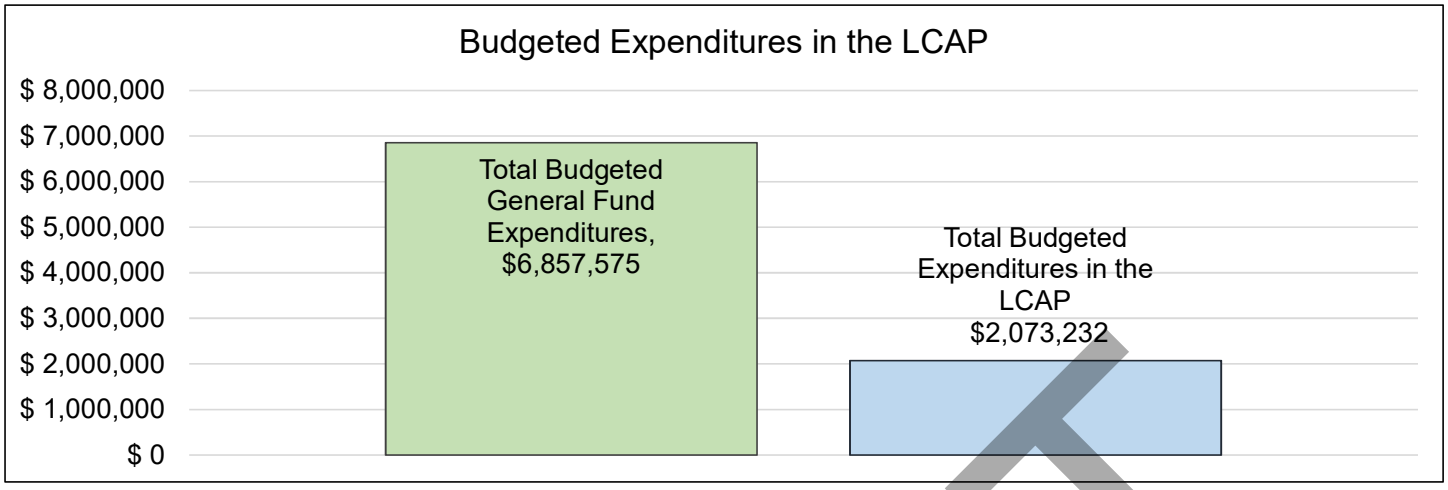
This chart shows the total general purpose revenue Options For Youth San Gabriel expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth San Gabriel is $7,045,571.00, of which $6,515,751.00 is Local Control Funding Formula (LCFF), $529,820.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $6,515,751.00 in LCFF Funds, $1,373,232.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

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LCFF Budget Overview for Parents



This chart provides a quick summary of how much Options For Youth San Gabriel plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options For Youth San Gabriel plans to spend $6,857,575.00 for the 2026-27 school year. Of that amount, $2,073,232.00 is tied to actions/services in the LCAP and $4,784,343.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

While the LCAP focuses on actions directly tied to student outcomes, the General Fund also supports essential operational and infrastructure costs that are not captured in the LCAP. These expenditures include compensation for non-LCAP-supported staff roles, facility maintenance and utilities, technology licenses and compliance-related fees, general administrative expenses, and allocated shared service costs from the charter network or authorizing entity.

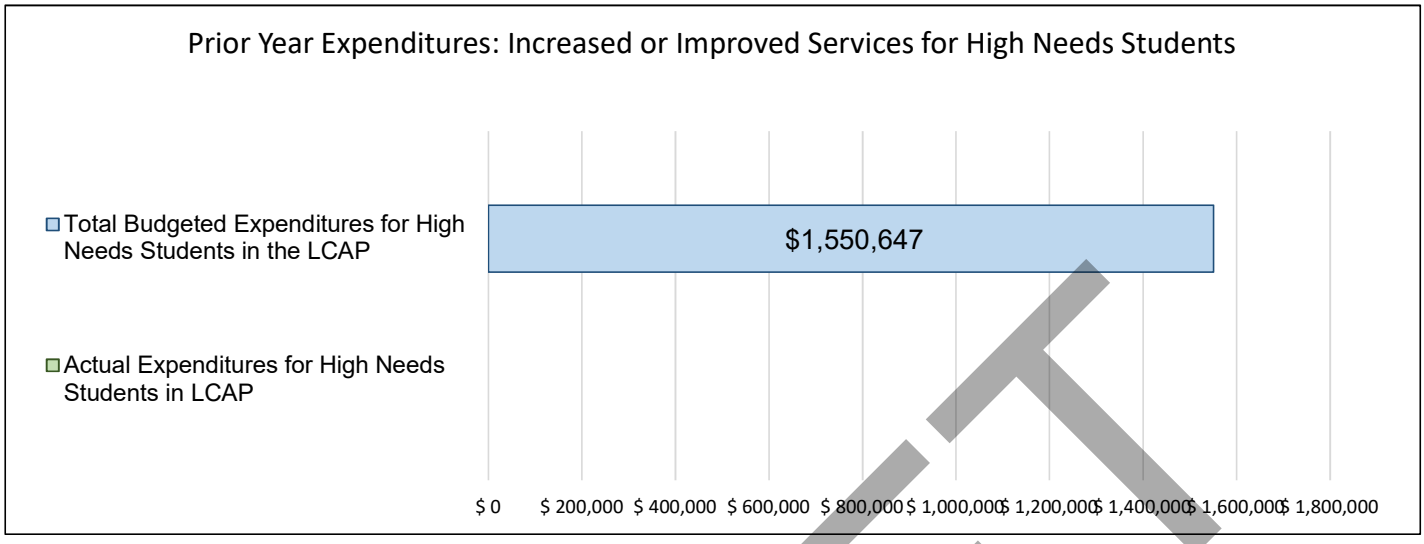
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Options For Youth San Gabriel is projecting it will receive $1,373,232.00 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 $1,373,232.00 towards meeting this requirement, as described in the LCAP.

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LCFF Budget Overview for Parents

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



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 2025-26, Options For Youth San Gabriel's LCAP budgeted $1,550,647.00 for planned actions to increase or improve services for high needs students. Options For Youth San Gabriel actually spent $0.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $1,550,647.00 had the following impact on Options For Youth San Gabriel's ability to increase or improve services for high needs students:

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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

Plan Summary 2026-27

General Information

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

Educational Philosophy
Options for Youth (OFY) is a network of charter schools dedicated to providing quality educational opportunities for all students, no matter their circumstances. 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 350 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 at-promise students 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

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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):
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 increasing instructional learning time to support accelerated progress to close learning gaps, integrate evidence-based pupil supports to address other barriers to learning, increase access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility, additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning, 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 2026–27 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.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

Reflections: Technical Assistance

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

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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.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

Monitoring and Evaluating Effectiveness

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

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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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.

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Educational Partner(s)	Process for Engagement
Staff	Staff were provided with multiple opportunities to contribute to the development of the LCAP through in-service meetings, bi-weekly center meetings, weekly leadership meetings, department meetings, staff surveys, and LCAP focus group sessions. During these engagements, leadership reviewed LCAP goals, actions, and metrics, creating structured opportunities for staff to share input, raise concerns, and identify areas for improvement for the upcoming plan. The LEA also held in-service training and Professional Learning Community (PLC) sessions on 08/08/2025 and 10/31/2025, which supported collaborative dialogue and capacity building among staff. Additionally, a group of staff participated in the Comprehensive Needs Assessment on 02/06/2026. During this process, participants analyzed data from the past three school years to identify key focus areas, establish priorities, examine potential root causes, and determine measurable outcomes to better address student needs.
Parents	Parents and guardians were encouraged to participate in a variety of school events, surveys, and conferences throughout the year. Families were invited to attend Back-to-School Night on October 21, 2025, where they were also provided information on opportunities to engage in leadership groups such as the Parent Advisory Committee and DELAC. Additionally, families were invited to the Spring Kick-Off event on February 26, 2026. To recognize student achievement, the school hosted semester-based Lion Awards Nights, inviting families to celebrate student accomplishments on December 18, 2025, with a second event on X. The LEA also gathered parent and guardian input through surveys, including the Fall School Climate Survey (10/06/2025–11/07/2025) and the Spring LCAP Survey (02/02/2026–03/20/2026). Furthermore, parent-teacher conferences were held each semester (12/08/2025–12/17/2025 and X–X), providing structured opportunities for collaboration and discussion of student progress. Collectively, these engagement opportunities supported meaningful parent involvement, strengthened school-home partnerships, and promoted a collaborative approach to supporting student success.

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Students	Students were provided opportunities to share feedback through the Fall School Climate Survey (10/06/2025–11/07/2025) and the Spring LCAP Survey (02/02/2026–03/20/2026). All students were given the opportunity to complete these surveys during their scheduled school appointments, ensuring broad participation. Additionally, two students participated in Parent Advisory Committee (PAC) meetings held on October 2, 2025; December 11, 2025; March 5, 2026, and April 30, 2026. During these meetings, school leadership presented updates on LCAP metrics, actions, and expenditures, and invited feedback to inform areas of improvement. Student participation in these meetings provided valuable input and supported inclusive stakeholder engagement in the LCAP development process.
Governing Board	The Governing Board meets regularly to review and discuss charter updates and organizational goals, monitor school progress, and oversee financial matters, including grant planning and expenditures. The Board also reviews progress related to the LCAP, SPSA, and CSI, and provides input on the overall direction and priorities of the school. OFY–San Gabriel held Governing Board meetings on the following dates: September 18, 2025; November 20, 2025; January 26, 2026; March 26, 2026; X; and X.
Parent Advisory Committee	The Parent Advisory Committee (PAC) met on October 2, 2025; December 11, 2025; March 5, 2026; and April 30, 2026. During the April 30th meeting, school leadership provided updates on LCAP metrics, actions, and expenditures, and solicited feedback on areas identified for growth and improvement. These discussions increased awareness of available programs and initiatives, including extracurricular activities, educational outings, and athletic opportunities. No revisions for metrics or actions were made to the LCAP based on PAC feedback. Enhanced communication efforts, utilizing multiple modalities, contributed to increased engagement among students and families. Feedback from PAC members consistently emphasized a desire for expanded Career Technical Education (CTE) offerings, increased access to college preparatory pathways, and additional extracurricular workshops. In response, the LEA will continue to expand access to CTE courses and college readiness opportunities, while increasing the availability of extracurricular programming to further support student engagement and overall success.

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Authorizer/SELPA	OFY–San Gabriel presented the 2025–26 LCAP to SELPA on April 13, 2026. No revisions were suggested during the SELPA presentation. Additionally, during the annual oversight visit conducted on March 30, 2026, the school participated in a comprehensive review by its authorizer. Observations included a range of instructional settings, such as small group instruction, English Learner (EL) intervention, and Independent Study appointments. Feedback from the visit highlighted a strong focus on instruction, high academic expectations for all students, and the availability of comprehensive student support services.

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 2024-27 LCAP was directly informed by input from educational partners—parents, students, and staff—collected through surveys, focus groups, advisory committee meetings, and school climate feedback. This input guided the charter in identifying key student needs, prioritizing academic support, and fostering school connectedness, ensuring that LCAP goals, actions, and resources reflect stakeholder priorities.

Goal 1: Targeted Support for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students
Feedback from staff and the Parent Advisory Committee (PAC) highlighted the need for enhanced support for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged students. In response:

- Action Developed: A specialized English Language Development (ELD) course for LTELs was created, focusing on writing, academic vocabulary, oral language, and study strategies.
- Instructional Strategies: College Board and evidence-based methods are incorporated to strengthen learning and engagement.
- Impact: This ensures equitable access to rigorous instruction and improves academic outcomes for targeted student groups.

Goal 2: Expanding Course Offerings and Postsecondary Preparation
Educational partner input, including the LCAP survey, indicated the need for a more engaging curriculum and stronger postsecondary pathways, particularly for Hispanic and Socioeconomically Disadvantaged students identified as lowest-performing on the California Dashboard. In response:

- Actions Expanded: Increased access to college credit courses and Career Technical Education (CTE) programs.
- Focus: Provide meaningful career pathways, promote student engagement, and expand equitable opportunities for postsecondary and workforce readiness.
- Result: More students can explore college and career options aligned with their goals.

Goal 3: Strengthening School Connectedness and Educational Partner Engagement
Feedback showed low parent engagement and participation, with a 12.9% response rate on the Fall 2025 School Climate Survey. In response:

- New Initiatives: Parent Engagement events and Achievement Chats were introduced to improve communication, foster belonging, and encourage active collaboration between families and the school.

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- Goal: Build a supportive environment where students, parents, and staff feel valued and engaged in the educational process.

Collaborative and Responsive LCAP Development
Through this structured engagement, every goal and action in the adopted LCAP reflects the needs and priorities of educational partners. Budget allocations, strategies, and interventions were prioritized based on feedback while ensuring alignment with the charter's vision and available resources.

By continuously incorporating stakeholder input, Options for Youth San Gabriel remains committed to student-centered improvements—focusing on academic achievement, social-emotional growth, and postsecondary success—while maintaining an ongoing cycle of evaluation and refinement to respond to emerging needs.

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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 CNA highlighted achievement gaps among English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students.

The latest California Dashboard data shows a 0.9% decrease in English Learners' progress toward proficiency, sustained support and focused interventions are needed to maintain and accelerate this growth.

Mathematics performance continues to be an area of concern. SBAC results indicate that 52.04% of students did not meet standards, and RenSTAR data shows 64% of students performing below grade level, underscoring the need for targeted instructional strategies.

To address these disparities, the LEA is prioritizing evidence-based interventions, targeted instructional methods, and specialized resources in both ELA and mathematics. This goal is critical to ensuring equitable access to high-quality education, increasing reclassification rates for English Learners, and supporting all students in achieving postsecondary readiness by the end of the 2027 academic year.

Through ongoing consultation with educational partners, including the PAC, this goal has been identified as a top priority to close achievement gaps and foster long-term academic growth for all students.

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Measuring and Reporting Results

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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	Internal data Spring 2026: 100% (8/8) Reclassification Rate	Annually the charter aims to maintain or increase the EL-eligible student reclassification rate at 75% or higher.	25%↑
Metric# 2	SpEd Graduation rates	Fall 2023 CA Dashboard: 47.6%	Fall 2024 CA Dashboard: 25%	Fall 2025 CA Dashboard: 52.6%	SpEd students will increase their graduation rate by 3% on the 2027 CA Dashboard.	5%↑
Metric# 3	Math Grade Equivalency	RenSTAR Spring 2024: 0.9 GLE	RenSTAR Spring 2025: 1.6 GLE	RenSTAR Spring 2026: 1.32 GLE	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.	0.42↑

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Metric #4	LTEL Reading Grade Equivalency	Internal Data All students: 0.95 LTEL: 1.01	Internal Data All students: 1.6 LTEL: 2.0	Internal Data All students: 1.1 LTEL: 1.8	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: 0.15↑ LTEL: 0.79↑
Metric #5	ELPI	Fall 2024 CA Dashboard: 52% making progress towards English language proficiency.	2024 CA Dashboard: 57.1% making progress towards English language proficiency.	2025 CA Dashboard: 56.3% making progress towards English language proficiency.	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.	4.3%↑

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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	Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.	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	Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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		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	

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

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Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

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Actions

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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	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.	$70,000	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.	$250,000	Yes
Action #4	All Staff Professional Development:	The Charter is committed to providing continuous professional development opportunities for all teachers and administrators. These opportunities will include workshops, coaching sessions, and collaborative planning time focused on selected intervention programs tailored to accommodate diverse learners.	$70,000	Yes

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Action #5	EL and LTEL 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). 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.	$65,000	Yes
Action #6	Learning Gap Closure Acceleration (LREBG)	This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on accelerating academic achievement and promoting postsecondary readiness through targeted, evidence-based academic interventions and expanded learning opportunities. The LEA will implement high-impact academic supports in ELA and mathematics, including targeted intervention, credit recovery, and expanded learning opportunities such as night school. These supports are aligned to student data and designed to address unfinished learning, improve course completion, and increase progress toward on-time graduation. Research-based instructional strategies and differentiated supports will ensure students receive individualized instruction aligned to their identified needs. In addition, the LEA will promote postsecondary readiness by providing structured opportunities for students to explore college and career pathways. This may include college tours, career exploration activities, and individualized guidance to support goal setting and planning beyond high school. These experiences are intended to increase student awareness, engagement, and preparedness for success after graduation. These services are principally directed toward English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, who have been disproportionately impacted by learning disruptions and require additional academic and transitional supports. Metric to measure effectiveness: LCAP Goal 1 – Metrics 1, 3-6	$400,000	No

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Insert or delete rows, as necessary.

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 insights from our CNA, our school has identified key priorities for improvement, including academic achievement, graduation rates, college and career, and closing opportunity gaps.

Analysis of the latest California Dashboard data and internal assessments highlights the need for targeted support, particularly for English Learners and socioeconomically disadvantaged students, to ensure consistent academic progress. Input from teachers, administrators, parents, and community members points to root challenges such as gaps in foundational skills upon enrollment, low engagement in intervention courses, and limited experiential learning opportunities that support postsecondary pathways.

To address these challenges, we will enhance intervention programs, align curriculum with student needs, and expand hands-on learning experiences that boost engagement, motivation, and career readiness. Improving graduation rates remains a top priority, as higher rates directly contribute to students' preparedness for college and the workforce. By setting clear, measurable goals aligned with state and local mandates, we are committed to equipping all students with the skills, knowledge, and experiences necessary for long-term success.

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Measuring and Reporting Results

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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%	Fall 2025 CA Dashboard: All Students: 66% Hispanic: 78.3% Socioeconomically Disadvantaged: 74.1%	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: 0.7%↓ Hispanic: 18.3%↑ Socioeconomically Disadvantaged: 14.1%↑
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 2024 CA Dashboard: All Students: 38.5% Hispanic: 37.5% Socioeconomically Disadvantaged: 12.5%	Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.	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.	Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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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%	Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.	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.	Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.
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	Internal Data Spring 2025: All students: ELA - 8.3 Math - 7.7 Science - 6.4 Social Studies - 6.9	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.	ELA - 2.5↑ Math - 3.7↑ Science - 1.5↑ Social Studies - 3↑

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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%	Internal Data Fall 2026: 71.7% Fall 2025 CA Dashboard: 83.6%	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: 13.7%↑ CA Dashboard: 7%↓

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

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Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

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Actions

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Action #	Title	Description	Total Funds	Contributing
Action #1	Post-secondary 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.	$140,000	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.	$80,000	Yes

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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.	$85,000	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	$70,000	Yes

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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.	$30,000	Yes

Insert or delete rows, as necessary.

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—including the PAC, Open House events, Back-to-School Night, and Achievement Chats—our school has identified a need to strengthen school connectedness and engagement. Feedback from students, parents, and staff consistently underscores the importance of fostering strong home-school relationships.

Research and survey data confirm that higher levels of school engagement are linked to improved academic outcomes, attendance, and retention. In response, our initiatives focus on increasing student empowerment and promoting meaningful participation from all educational

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partners. A notable area of concern identified through surveys is online safety, with students expressing a need for guidance on safe engagement in digital spaces. This aligns with our broader goal of enhancing school climate and safety, ensuring clear rules, protection from harm, and supportive environments both in-person and online.

By strengthening connections among students, families, and the school community, we aim to create a safer, more supportive environment that fosters academic success, social-emotional growth, and reduces chronic absenteeism and dropout rates.

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Measuring and Reporting Results

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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	Fall 2025 CA Dashboard: 0% suspended	The charter will strive to maintain annual suspension rates at or below 1.5%.	No change
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 Staff Score: 3.36 Median Score Student Score: 3.86 Median Score Parent Score: 4.5 Median Score Spring 2025 School Climate Survey: Parent Response rate: 23.4%	Spring 2026 School Climate Survey: Online Safety/Peer Pressure Response Medians Staff Score: 3.52 Median Score Student Score: 3.92 Median Score Parent Score: 4.14 Median Score Spring 2026 School Climate Survey: Parent Response rate: 12.9%	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 Response Staff Score: 0.08↓ Student Score: 0.42↑ Parent Score: 0.14↑ Climate Survey: Parent Response rate: 3.31%↓
Metric# 3	Chronic Absenteeism	California Dashboard 2023: 32.9%	California Dashboard 2024: 35%	California Dashboard 2025: 27.1%	Decrease middle school chronic absenteeism rates by 10% across all student groups. Aiming for a Yellow color designation on the 2027 CA Dashboard	5.8%↓

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Metric #4	Basic Services	Fall 2023 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 29.5% • 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	Fall 2024 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 40.7% • 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	Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.	Annually: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): maintained at or above 35% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% Number of Uniform Complaints: 0	Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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		permitted in California under the Education Code 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.	California under the Education Code 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	Spring 2026 Internal Data: 4.2% Middle School 1.1% High School	Maintain middle school and high school dropout rates below 5% annually.	4.2%↑ Middle School 1.6%↓ High School

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.	$150,000	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.	$300,000	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.	$63,232	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,373,232	$130,748

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
26.7%	Some sections of the LCAP, including dollar amounts and percentages, are still being finalized with input from the Leadership Team and educational partners. Final details will be shared at the June Board Meeting		26.7%

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
Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.			

Insert or delete rows, as necessary.

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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
Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.			

Insert or delete rows, as necessary.

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.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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.

Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.

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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.

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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]).

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- 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.

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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;

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- 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.

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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

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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:

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- 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.

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- 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.

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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.

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- 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,

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- 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.

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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.

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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.

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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.

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- 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:

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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.

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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

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- 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

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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.

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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.

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- 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

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- 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.

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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.

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- 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:

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- 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.

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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.

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- **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

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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.

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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.

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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)**

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- 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).

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B.5 OFY-SG Financial Update

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

May 2026

Agenda Item: OFY-SG Financial Update

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

- SB740 Report as of March 2026
- Detail Income Statement as of March 2026
- Variance Analysis Report as of March 2026
- Balance Sheet as of March 2026
- Cash Flow Forecast as of March 2026

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: N/A

Company	**Options for Youth Charters**
Period	**FY 2025/26 - March 2026**
Budgeted ADA	**465.34**
P2 Actual ADA	**408.43**

	Options For Youth - San Gabriel	
Ledger Account	**Actuals + Forcast**	**% of Revenue**
LCFF Transition (R6)	3,617,798	48.81%
Mandate Block (R7)	26,517	0.36%
EPA (R10)	1,250,180	16.87%
State Lottery (R11)	116,032	1.57%
In lieu Property Taxes (R12)	1,605,743	21.66%
Prior Yrs Adjustment (R14)	(71,379)	(0.96%)
Other State Income (R15)	719	0.01%
Special Education (R17)	369,527	4.99%
State Restricted (R18)	497,199	6.71%
Revenue Subtotal	**7,412,335**	**100.00%**
Certificated Salaries & Benefits Subtotal	3,007,361	40.57%
Special Ed Expenses Subtotal	493,937	6.66%
Certificated Salaries & Benefits Subtotal	**3,501,298**	**47.24%**
Classified Salaries & Benefits (R30)	412,377	5.56%
Books, Supplies, & Equipment (R31)	82,209	1.11%
Contracts for Instructional Services - Special Education (R32)	6,820	0.09%
Contracts for Instructional Support (R33)	1,531,060	20.66%
All Other Instruction (R34)	728,160	9.82%
Subtotal Instruction and Related Services	**6,261,924**	**84.48%**
Services & Other Operating Costs (R39)	430,097	5.80%
Facilities Acquisition & Construction (R40)	2,500	0.03%
Subtotal Operations and Facilities	**432,597**	**5.84%**
Certificated Salaries & Benefits (R43)	3,177	0.04%
Non-Certificated Salaries & Benefits (R44)	26,608	0.36%
Books, Supplies & Equipment (R45)	892	0.01%
Contracts for Administrative Cost (R46)	88,635	1.20%
Supervisorial Oversight (R47)	64,737	0.87%
All Other Administration (R48)	407,381	5.50%
Subtotal Administration & All Other Activities	**591,430**	**7.98%**
GAAP Excess Revenue or (Deficit)	126,384	1.71%
Depreciation (R54)	77,713	1.05%
SB740 Excess Revenue or (Deficit)	**204,097**	**2.75%**
Revenue for Instructional	7,412,335	
Instructional	6,261,924	
Allowable Facilities	45,172	
Total instructional with Allowable Facilities	**6,307,096**	**85.09%**

Company	**Options for Youth Charters**	
Period	**FY 2025/26 - March 2026**	
Budgeted ADA	**465.34**	
P2 Actual ADA	**408.43**	
	Options For Youth - San Gabriel	
Revenue for Certificated	7,412,335	
Certificated 35.25%/40.25% of Revenue	2,983,465	
B1A1 Certificated-Projected YTD	3,501,298	
Need to Spend or (Over Spent)	(517,833)	(6.99%)
Revenue for Instructional	7,412,335	
Instructional 60.25%/70.25%/80.25% of Revenue	2,964,934	
Total Instructional-Projected YTD	2,805,798	
Need to Spend or (Over Spent)	159,136	2.15%
Revenue for Instructional Total	7,412,335	
Instructional 60.25%/70.25%/80.25% of Revenue	5,948,399	
Total Instructional-Projected YTD	6,307,096	
Need to Spend or (Over Spent)	(358,697)	**(4.84%)**
Excess Revenue With Need to Spend (GAAP)	**126,384**	
% of Revenue	**1.71%**	
Excess Revenue With Need to Spend (SB740)	**204,097**	
% of Revenue	**2.75%**	
Projected Fund Balance	**2,826,683**	
% of Current Year Expenditures	**38.80%**	

Company for Financial Reports **Options For Youth - San Gabriel, Inc.**
Period **FY 2025/26 - March 2026**
Budgeted ADA 465.34
P2 Projected ADA 408.43

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	02/2026 Actuals	03/2026 Actuals	03/2026 CM Budget	03/2026 CM Variance	Year to Date Actuals	Year to Date YTD Budget	Year to Date YTD Variance	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	24,334	42,702	14,327	28,375	355,481	244,000	111,481	4,682	4,682	4,682	369,527	4.99%
43000:State Revenue	RC04 State Aid - Prior Year Adj	0	0	0	0	0	0	0	(21,817)	0	0	0	(21,817)	0	(21,817)	0	0	0	(21,817)	-0.29%
43000:State Revenue	RC08 LCFF Transition	1,359,919	398,828	279,950	677,756	350,290	422,109	(119,143)	82,015	37,327	44,361	(7,034)	3,489,050	3,104,502	384,548	42,916	42,916	42,916	3,617,798	48.81%
43000:State Revenue	RC09 Mandate Block Grant	4,419	4,419	4,419	4,419	4,419	631	3,788	0	0	0	0	26,517	30,305	(3,788)	0	0	0	26,517	0.36%
43000:State Revenue	RC12 In Lieu Property Taxes	668,019	195,912	137,292	148,487	153,624	92,934	36,499	96,783	19,048	19,658	(609)	1,548,598	1,473,281	75,318	19,048	19,048	19,048	1,605,743	21.66%
43000:State Revenue	RC13 In Lieu Prop Tx-Prior Yr Adj	0	0	0	0	0	0	0	(13,074)	0	0	0	(13,074)	0	(13,074)	0	0	0	(13,074)	-0.18%
43000:State Revenue	RC132 Educator Effectiveness Grant	0	1,100	50	1,000	3,660	0	2,184	987	721	0	721	9,703	0	9,703	0	0	8,000	17,703	0.24%
43000:State Revenue	RC134 A-G Access/Success Grant	0	745	86,000	0	0	0	0	0	0	0	0	86,745	0	86,745	0	0	0	86,745	1.17%
43000:State Revenue	RC138 Arts, Music, and Instructional Materials	0	0	3,315	0	0	0	95,547	182,448	62,048	0	62,048	343,358	0	343,358	0	0	0	343,358	4.63%
43000:State Revenue	RC14 EPA	734,759	215,486	151,009	(212,084)	118,811	71,874	28,228	82,777	14,830	15,305	(475)	1,205,689	1,516,500	(310,811)	14,830	14,830	14,830	1,250,180	16.87%
43000:State Revenue	RC142 Learning Recovery Emergency Block Grant	0	16,590	0	21,750	0	0	8,050	0	0	0	0	46,390	0	46,390	0	0	0	46,390	0.63%
43000:State Revenue	RC149 EPA - Prior Year	0	0	0	0	0	0	0	34,891	0	0	0	34,891	0	34,891	0	0	0	34,891	0.47%
43000:State Revenue	RC15 State Lottery	11,017	11,017	5,393	9,117	10,979	9,396	10,650	9,904	9,552	9,684	(132)	87,024	89,286	(2,262)	9,669	9,669	9,669	116,032	1.57%
43000:State Revenue	RC16 State Lottery - Prior Year	0	0	0	0	0	0	0	(71,379)	0	0	0	(71,379)	0	(71,379)	0	0	0	(71,379)	-0.96%
43000:State Revenue	RC19 Other State Revenue	0	0	0	0	719	0	0	0	0	0	0	719	0	719	0	0	0	719	0.01%
43000:State Revenue	RC55 Arts & Music	0	0	0	0	0	523	2,480	0	0	0	0	3,003	0	3,003	0	0	0	3,003	0.04%
Total Revenue		**2,813,376**	**885,713**	**695,069**	**693,420**	**683,048**	**620,977**	**145,197**	**407,870**	**186,228**	**103,334**	**82,893**	**7,130,898**	**6,457,874**	**673,024**	**91,146**	**91,146**	**99,146**	**7,412,335**	**100.00%**
50000:Certificated Salaries & Wages		204,388	203,261	185,286	193,026	154,857	215,631	189,489	183,302	217,309	199,320	(17,988)	1,746,549	1,781,191	34,642	199,575	190,923	221,858	2,358,905	31.82%
50100:Non-Certificated Salaries & Wages		33,892	23,370	14,619	18,473	12,981	18,809	15,907	17,150	20,327	22,577	2,250	175,530	159,518	(16,012)	22,740	21,857	23,681	243,807	3.29%
50500:Certificated Additional Duties		22,363	8,635	591	684	1,250	3,738	2,783	1,631	2,851	4,500	1,649	44,526	71,000	26,474	4,500	15,000	15,000	79,026	1.07%
51000:Certificated Incentives		0	0	11,843	15,520	0	32,244	0	727	0	0	0	60,334	93,565	33,230	0	0	104,824	165,158	2.23%
51100:Non-Certificated Incentives		0	0	1,273	0	0	3,684	0	0	0	0	0	4,957	8,135	3,178	0	0	9,360	14,317	0.19%
51600:Non Certificated Stipends		1,880	70	45,909	3,756	0	12,256	44	3,214	(66)	2,500	2,566	67,064	2,500	(64,564)	2,500	2,500	12,500	84,564	1.14%
52000:Certificated Payroll Taxes		17,092	15,871	18,714	15,737	11,524	21,419	15,645	13,856	16,344	15,168	(1,176)	146,202	139,724	(6,479)	15,187	14,529	16,883	192,801	2.60%
52100:Non-Certificated Payroll Taxes		2,824	1,872	1,262	1,424	1,003	1,838	1,413	1,544	1,616	1,718	102	14,795	12,194	(2,601)	1,730	1,663	1,802	19,990	0.27%
53000:Certificated Group Insurance		25,182	25,850	24,821	23,512	19,133	26,438	23,909	22,434	28,474	28,474	(0)	219,753	226,560	6,806	28,474	28,474	28,474	305,175	4.12%
53100:Non-Certificated Group Insurance		2,615	2,807	2,785	3,150	2,274	3,492	2,967	2,701	3,614	3,615	1	26,405	18,930	(7,474)	3,615	3,615	3,615	37,250	0.50%
54000:Certificated Workers Comp		1,712	73	0	5,032	2,732	2,752	2,742	5,390	2,743	2,554	(189)	23,177	11,383	(11,794)	2,554	2,554	2,554	30,839	0.42%
54100:Non-Certificated Workers Comp		447	13	0	1,313	247	251	249	490	249	376	127	3,261	1,653	(1,607)	376	376	376	4,389	0.06%
55000:Other Certificated Benefits		283	303	291	289	227	330	293	279	300	295	(5)	2,596	2,633	37	295	283	328	3,502	0.05%
55100:Other Non-Certificated Benefits		18	20	22	22	15	25	21	19	21	19	(3)	182	132	(50)	19	18	20	238	0.00%
56000:Certificated 401k Contributions		6,777	5,997	7,283	6,032	4,307	7,502	5,806	5,609	6,623	6,742	119	55,935	58,617	2,682	6,751	6,458	7,504	76,648	1.03%
56100:Non-Certificated 401k Contributions		517	603	602	539	392	710	503	553	536	541	5	4,955	3,728	(1,227)	545	524	567	6,591	0.09%
57000:Certificated Vacation Expense		0	0	(27,972)	0	0	12,026	0	0	25,226	3,924	(21,303)	9,281	36,340	27,059	3,929	3,955	6,591	23,755	0.32%
57100:Other Non-Certificated Vacation Expense		0	0	184	0	0	2,199	0	0	(301)	268	569	2,082	2,472	390	271	262	503	3,118	0.04%
59900:Other Employee Related Costs		1,099	616	1,821	4	60	1,045	63	0	3,117	100	(3,017)	7,825	23,700	15,875	2,100	8,100	14,100	32,125	0.43%
Total Payroll		**321,088**	**289,361**	**289,334**	**288,513**	**211,005**	**366,388**	**261,835**	**258,900**	**328,986**	**292,691**	**(36,295)**	**2,615,408**	**2,653,974**	**38,566**	**295,161**	**301,090**	**470,540**	**3,682,198**	**49.68%**
60200:Other Equipment	SC016 Leasehold Improvements	0	0	0	0	0	0	0	0	0	2,500	2,500	0	7,500	7,500	0	0	2,500	2,500	0.03%
60200:Other Equipment:	SC010 Furniture & Fixtures	7,478	162	0	0	0	0	0	0	0	5,000	5,000	7,640	10,000	2,360	0	0	5,000	12,640	0.17%
70000:G&A Expense	SC110 Security	517	195	0	322	0	517	0	0	322	333	11	1,874	3,000	1,126	333	333	333	2,874	0.04%
70000:G&A Expense	SC221 Storage	722	1,028	1,588	1,252	1,252	1,578	(2,168)	610	610	600	(10)	6,472	5,400	(1,072)	600	600	600	8,272	0.11%
70500:Rent	SC001 Rent - Other	18,934	18,934	18,934	18,934	19,042	18,934	18,934	18,934	18,934	18,934	0	170,515	170,408	(107)	18,934	18,934	19,692	228,076	3.08%
70500:Rent	SC457 Lease Expense (ROU)	0	0	1,553	0	0	1,553	0	0	1,553	1,553	0	4,659	4,659	0	0	0	796	5,455	0.07%
70630:Maintenance	SC111 Facilities Charges	(2,082)	4,993	0	72	2,718	2,060	1,484	1,367	1,701	1,367	(334)	12,312	12,303	(9)	1,367	1,367	1,367	16,413	0.22%
70630:Maintenance	SC108 Repairs & Maintenance	170	0	0	0	1,600	0	2,745	0	0	2,775	2,775	4,515	24,975	20,460	2,775	2,775	2,775	12,840	0.17%
70630:Maintenance	SC109 Custodial	1,272	3,129	195	1,467	1,467	2,544	195	1,662	1,467	1,670	203	13,398	15,030	1,632	1,670	1,670	1,670	18,408	0.25%
70630:Maintenance	SC251 Property Management	0	3,787	0	1,893	3,787	0	3,787	1,893	1,893	1,821	(72)	17,041	16,389	(652)	1,821	1,821	1,821	22,504	0.30%
Total Facilities		**27,012**	**32,227**	**22,270**	**23,940**	**29,866**	**27,187**	**24,977**	**24,467**	**26,481**	**36,554**	**10,073**	**238,426**	**269,664**	**31,238**	**27,501**	**27,501**	**36,554**	**329,981**	**4.45%**
70000:G&A Expense	SC125 Cellular Phone	778	313	316	577	623	727	562	604	589	950	361	5,088	8,550	3,462	950	950	950	7,938	0.11%
70100:Service Charges	SC093 HR Benefits Process Charges	191	225	318	295	237	227	225	225	225	186	(39)	2,169	1,928	(241)	186	186	186	2,728	0.04%
70400:Tax Expense	SC100 Business Tax & License	0	0	1,352	0	0	0	282	(282)	0	0	0	1,352	300	(1,052)	0	0	0	1,352	0.02%
70400:Tax Expense	SC114 Property Taxes	2,780	0	0	0	0	0	0	0	43,695	0	(43,695)	46,475	2,450	(44,025)	0	0	0	46,475	0.63%
70620:Utilities	SC105 Telephone	110	67	55	134	55	44	0	49	369	382	13	885	3,438	2,553	382	382	382	2,031	0.03%
70620:Utilities	SC106 Internet	491	5,098	4,992	5,050	5,114	4,895	5,100	4,880	5,576	5,900	324	41,198	53,100	11,902	5,900	5,900	5,900	58,898	0.79%
70620:Utilities	SC202 Water/Gas/Electric/Trash	3,137	3,247	3,595	3,289	1,887	1,999	1,779	2,186	2,121	3,200	1,079	23,241	28,800	5,559	3,200	3,200	3,200	32,841	0.44%
71000:Insurance Expense	SC113 Property/Casualty Insurance	458	0	0	37,785	811	281	678	120	191	0	(191)	40,324	40,250	(74)	0	0	11,350	51,674	0.70%
71450:Charges & Fees	SC148 Processing Fees	750	0	0	0	750	0	0	750	0	750	750	2,250	2,250	0	0	0	0	2,250	0.03%
Total Utilities & Taxes		**8,694**	**8,951**	**10,629**	**47,131**	**9,477**	**8,172**	**8,627**	**8,532**	**52,767**	**11,368**	**(41,399)**	**162,980**	**141,066**	**(21,914)**	**10,618**	**10,618**	**21,968**	**206,186**	**2.78%**
60300:IT Expense	SC018 Software	0	4,800	0	43	0	0	96	118	969	0	(969)	6,025	1,100	(4,925)	0	3,000	1,000	10,025	0.14%
63000:Consulting	SC053 IT Services - Other	0	0	1,979	1,625	812	692	1,217	1,296	1,097	2,051	954	8,719	18,459	9,740	2,051	2,051	2,051	14,872	0.20%
63000:Consulting	SC217 IT Services - Hardware Support	0	0	623	2,647	156	597	1,427	2,045	0	2,560	2,560	7,495	23,440	15,945	2,560	2,560	2,560	15,175	0.20%
70300:Dues & Subscriptions	SC098 Subscriptions	31,287	1,671	1,646	3,248	1,416	2,363	548	5,972	4,033	5,000	967	52,185	85,000	32,815	5,000	5,000	10,000	72,185	0.97%
70640:Material	SC192 Miscellaneous/Other Technical Equipment	0	9,069	0	0	0	1,172	0	0	0	1,000	1,000	10,242	6,000	(4,242)	0	0	4,000	14,242	0.19%
70640:Materials	SC160 Tech Materials - Laptop	(68,397)	8,755	0	0	860	(860)	4,130	12,194	0	0	0	(43,318)	5,000	48,318	0	0	5,000	(38,318)	-0.52%
70640:Materials	SC194 Tech Materials - Chromebook	0	50,573	0	0	0	860	0	0	0	6,000	6,000	51,432	18,000	(33,432)	0	0	6,000	57,432	0.77%
Total I.T.		**(37,109)**	**74,867**	**4,248**	**7,563**	**3,243**	**4,824**	**7,419**	**21,625**	**6,099**	**16,611**	**10,512**	**92,780**	**156,999**	**64,219**	**9,611**	**12,611**	**30,611**	**145,613**	**1.96%**
60600:Student Activities	SC070 Other Student Program Expenses	0	0	0	0	0	0	0	0	0	0	0	0	100	100	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	3,586	4,984	5,553	568	437,034	426,600	(10,434)	5,376	5,376	5,376	453,160	6.11%
60800:Service Fees	SC304 Charter Management Fee	124,321	36,460	25,571	27,637	28,023	26,411	7,017	2,305	3,204	3,570	365	280,950	274,243	(6,707)	3,456	3,456	3,456	291,317	3.93%
60800:Service Fees	SC305 Service Fee - Educational Services	174,085	55,355	37,900	40,765	43,480	37,418	14,159	8,054	6,795	9,827	3,032	418,011	413,120	(4,891)	7,122	7,122	7,122	439,379	5.93%
60800:Service Fees	SC470 Sole Member Fees	0	0	0	23,777	3,114	2,935	780	256	356	397	41	31,217	6,597	(24,620)	384	384	384	32,369	0.44%
63000:Consulting	SC046 Accounting Consulting	0	(4,550)	7,000	0	7,000	0	2,783	0	0	0	0	12,233	18,550	6,317	7,000	0	0	19,233	0.26%
63000:Consulting	SC050 General Consulting	0	0	0	870	0	3,200	0	0	0	0	0	4,070	0	(4,070)	0	0	0	4,070	0.05%
63000:Consulting	SC051 Data Management - Other	(517)	2,926	36,108	8,108	3,283	3,329	8,534	442	15,419	5,200	(10,219)	77,630	90,800	13,170	5,200	5,200	5,200	93,230	1.26%
63000:Consulting	SC054 Legal	0	1,895	6,372	11,054	2,023	2,977	11,998	7,659	8,631	5,800	(2,831)	52,609	52,200	(409)	5,800	5,800	5,800	70,009	0.94%
63000:Consulting	SC055 Special Education SPED Services	278	22,973	21,480	26,380	28,880	0	60,910	16,275	28,490	21,000	(7,490)	205,665	189,000	(16,665)	21,000	21,000	21,000	268,665	3.62%
63100:Educational Services - Add On	SC453 Student Promotional Materials	0	0	0	0	0	0	0	0	0	0	0	0	7,000	7,000	0	0	0	0	0.00%
70000:G&A Expense	SC309 Board of Directors	(750)	750	0	0	0	0	0	0	364	0	(364)	364	5,000	4,636	0	0	27,000	27,364	0.37%
70100:Service Charges	SC451 Specialized Marketing Services	0	1,079	0	0	0	158	0	551	499	2,835	2,336	2,287	8,505	6,218	0	0	2,835	5,122	0.07%
70200:Depreciation		6,820	6,820	6,820	6,820	6,820	6,820	6,820	6,820	6,820	6,820	0	61,383	61,383	0	6,820	5,643	3,866	77,713	1.05%
71100:Marketing	SC115 Advertising	0	0	1,904	0	0	3,909	0	500	5,172	9,165	3,993	11,486	36,660	25,174	9,600	9,600	9,600	40,286	0.54%
71100:Marketing	SC117 Marketing Materials	0	3,433	1,201	904	13	281	0	0	21	2,400	2,379	5,854	7,200	1,346	0	0	2,400	8,254	0.11%

Company for Financial Reports **Options For Youth - San Gabriel, Inc.**
Period **FY 2025/26 - March 2026**
Budgeted ADA 465.34
P2 Projected ADA 408.43

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	02/2026 Actuals	03/2026 Actuals	03/2026 CM Budget	03/2026 CM Variance	Year to Date Actuals	Year to Date YTD Budget	Year to Date YTD Variance	04/2026 Budget	05/2026 Budget	06/2026 Budget	Projected Actuals	% of Rev
71400:District Admin Fees	SC026 District Admin Fees	27,627	8,102	5,683	6,142	6,227	5,869	1,559	512	712	793	81	62,433	60,943	(1,490)	768	768	768	64,737	0.87%
Total Service Fees		**525,252**	**191,960**	**189,817**	**195,447**	**172,453**	**134,392**	**125,474**	**46,962**	**81,468**	**73,360**	**(8,109)**	**1,663,225**	**1,657,900**	**(5,324)**	**72,526**	**64,349**	**94,807**	**1,894,907**	**25.56%**
60000:Student Services	SC057 Printing & Reproduction	0	28	155	0	75	53	0	0	29	530	501	340	4,770	4,430	330	330	1,730	2,730	0.04%
70000: G&A Expense	SC132 Office Equipment leases/Rentals	434	347	347	347	1,445	331	(774)	340	331	0	(331)	3,150	0	(3,150)	0	0	0	3,150	0.04%
70000:G&A Expense	SC086 Postage & Delivery	1,246	700	2,379	1,339	2,824	610	1,061	1,924	1,697	2,115	418	13,781	19,035	5,254	2,115	2,115	2,115	20,126	0.27%
70000:G&A Expense	SC087 Office Supplies	598	3,748	660	2,289	1,269	703	228	457	1,173	4,200	3,027	11,126	37,800	26,674	4,200	4,200	4,200	23,726	0.32%
70000:G&A Expense	SC088 Other G&A Expenses	755	1,157	2,633	2,279	910	998	1,371	923	714	0	(714)	11,741	0	(11,741)	0	0	0	11,741	0.16%
70300:Dues & Subscriptions	SC099 Membership Fees	5,198	2,500	586	0	2,677	(70)	1,790	0	0	3,500	3,500	12,680	10,500	(2,180)	0	0	3,500	16,180	0.22%
70620:Utilities	SC458 Remote Business Expense	150	90	297	300	450	307	250	250	266	300	34	2,359	2,700	341	300	300	300	3,259	0.04%
Total Office Supplies		**8,381**	**8,571**	**7,057**	**6,555**	**9,651**	**2,933**	**3,926**	**3,894**	**4,209**	**10,645**	**6,436**	**55,177**	**74,805**	**19,628**	**6,945**	**6,945**	**11,845**	**80,912**	**1.09%**
70000:G&A Expense	SC127 Conferences	0	168	50	0	2,140	100	0	987	578	3,250	2,672	4,023	9,750	5,727	0	0	3,250	7,273	0.10%
70000:G&A Expense	SC129 Staff Development	702	2,264	3,018	1,253	777	895	0	180,000	33,756	3,500	(30,256)	222,666	28,500	(194,166)	3,000	3,000	3,500	232,166	3.13%
70000:G&A Expense	SC131 Company Events	0	0	0	0	0	0	2,668	0	15,261	0	(15,261)	17,929	3,000	(14,929)	3,000	0	0	20,929	0.28%
71100:Marketing	SC116 Business Promotion	5,000	110	0	0	0	0	0	0	0	2,400	2,400	5,110	7,200	2,090	0	0	2,400	7,510	0.10%
71200:Travel & Entertainment	SC103 Parking & Tolls	0	132	0	10	0	90	0	0	10	19	9	242	171	(71)	19	19	19	299	0.00%
71200:Travel & Entertainment	SC120 Travel - Airfare & Hotel	0	1,545	0	0	1,520	0	2,009	0	1,082	1,000	(82)	6,156	9,000	2,844	1,000	1,000	1,000	9,156	0.12%
71200:Travel & Entertainment	SC121 Mileage	79	150	133	178	942	76	0	75	445	500	55	2,078	4,500	2,422	500	500	3,000	6,078	0.08%
71200:Travel & Entertainment	SC122 Car Rentals	0	0	0	0	0	0	70	0	32	80	48	102	720	618	80	80	80	342	0.00%
71200:Travel & Entertainment	SC123 Meals	130	255	62	0	0	613	603	0	334	400	66	1,997	3,600	1,603	400	400	400	3,197	0.04%
Total Staff Programs		**5,911**	**4,624**	**3,263**	**1,441**	**5,379**	**1,774**	**5,350**	**181,062**	**51,498**	**11,149**	**(40,349)**	**260,303**	**66,441**	**(193,862)**	**7,999**	**4,999**	**13,649**	**286,950**	**3.87%**
60000:Student Services	SC065 Program Non-Travel Meals	222	1,849	1,703	1,703	0	0	4,542	1,724	1,541	1,818	277	13,283	16,362	3,079	1,818	1,818	1,818	18,737	0.25%
60000:Student Services	SC071 Student Supplies	136	2,156	1,428	38	0	694	943	47	267	747	480	5,708	22,388	16,680	747	13,000	14,000	33,455	0.45%
60000:Student Services	SC460 Student Engagement Programs	0	0	0	0	708	505	407	0	360	10,000	9,640	1,980	30,000	28,020	0	0	10,000	11,980	0.16%
60100:Program Equipment	SC253 Sports Equipment	0	0	0	0	0	56	0	0	41	2,000	1,959	96	5,000	4,904	2,000	2,000	20,000	24,096	0.33%
60400:Curriculum		0	387	25	1,432	2,494	2,111	539	426	0	3,150	3,150	7,414	28,350	20,936	3,150	3,150	3,150	16,864	0.23%
60600:Student Activities	SC276 Student Activities - College Tours, Experiential Trips	(22,900)	22,900	41	0	0	13,200	23,196	0	14,474	0	(14,474)	50,911	0	(50,911)	0	0	89,130	140,041	1.89%
60600:Student Activities	SC280 Student Activities - Graduation	0	2,820	0	1,927	0	0	2,813	1,997	2,315	2,500	185	11,872	22,500	10,628	2,500	2,500	2,500	19,372	0.26%
60600:Student Activities	SC281 Student Activities - Sports	0	1,158	1,421	0	369	1,705	8,029	0	141	5,000	4,859	12,823	24,000	11,177	5,000	5,000	5,000	27,823	0.38%
60600:Student Activities	SC282 Student Activities - Field Trips	(25)	2,197	9,455	56	1,916	2,979	5,150	3,042	5,106	8,100	2,994	29,875	59,400	29,525	5,850	5,850	8,100	49,675	0.67%
60700:Student Travel Expenses	SC063 Program Transportation	5,330	11,633	18,306	18,352	13,259	8,184	7,513	9,236	12,860	7,500	(5,360)	104,673	67,500	(37,173)	7,500	7,500	7,500	127,173	1.72%
63000:Consulting	SC328 CTE Services	0	0	86,000	42,000	0	0	0	0	0	0	0	128,000	127,000	(1,000)	0	0	0	128,000	1.73%
63100:Educational Services - Add On	SC364 Curriculum Development	0	0	45,436	53	0	0	0	0	0	0	0	45,489	37,055	(8,434)	0	0	0	45,489	0.61%
63100:Educational Services - Add On	SC367 Art Program Subscription Fees	(2,500)	2,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00%
63100:Educational Services - Add On	SC370 Student Record Services	0	605	0	7,864	0	0	0	8,033	0	0	0	16,501	0	(16,501)	0	0	0	16,501	0.22%
Total Student Programs		**(19,737)**	**48,205**	**163,815**	**73,423**	**18,745**	**29,432**	**53,132**	**24,505**	**37,105**	**40,815**	**3,710**	**428,624**	**439,555**	**10,931**	**28,565**	**40,818**	**161,198**	**659,205**	**8.89%**
Total Expenses		**839,492**	**658,765**	**690,433**	**644,014**	**459,819**	**575,102**	**490,738**	**569,947**	**588,613**	**493,192**	**(95,420)**	**5,516,923**	**5,460,405**	**(56,517)**	**458,927**	**468,931**	**841,171**	**7,285,951**	**98.29%**
Excess Revenue		**1,973,884**	**226,948**	**4,636**	**49,406**	**223,228**	**45,876**	**(345,541)**	**(162,077)**	**(402,385)**	**(389,858)**	**(12,527)**	**1,613,976**	**997,469**	**616,506**	**(367,781)**	**(377,785)**	**(742,026)**	**126,384**	**1.71%**

Outstanding Credit Card Balance as of 03/31/2026 - $0

Company for Financial Reports **Options For Youth - San Gabriel, Inc.**

Period **FY 2025/26 - March 2026**

Threshold

1% of YTD Total Expenses = 55,169

Ledger Account	Revenue / Spend Category	Year to Date Actuals	YTD Budget	YTD Variance	Comments
51600:Non Certificated Stipends		67,064	2,500	(64,564)	Credit Enrichment and Semester 1 Incentives not budgeted.
70000:G&A Expense	SC129 Staff Development	222,666	28,500	(194,166)	AMIM - Teaching and Learning Remedial Skills Intervention.

Options For Youth - San Gabriel, Inc.

Balance Sheet
FY 2026 - As of March 2026

Ledger Account	Current YTD
10000:Cash	2,115,726
12000:Accounts Receivable	1,703
11000:State Receivables	4,972,199
16500:Prepaid Expenses	121,071
15000:Fixed Assets	838,340
15500:Accumulated Depreciation	(704,935)
19700:Right-of-Use (ROU) Asset - Operating	1,141,180
19701:Right-of-Use (ROU) Accum Amort - Operating	(475,063)
Total Assets	**8,010,221**
20000:Accounts Payable	699,241
24000:Accrued Expenses	1,019,943
21000:Deferred Revenue	1,273,798
21700:ST Lease Liability - Operating	207,404
26700:LT Lease Liability - Operating	495,558
Total Liabilities	**3,695,945**
30000:Retained Earnings	1,613,976
30500:Retained Earnings - Prior Year	2,700,300
Total Net Assets	**4,314,276**
Total Liabilities and Net Assets	**8,010,221**

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	2,665,170	2,133,587	2,230,515	2,089,413	1,679,732	1,344,373	1,785,222	1,511,575	1,485,827	1,506,315
Cash Inflows	934,799	362,928	208,924	602,723	340,070	340,070	416,608	1,006,856	374,440	768,299	455,279	455,279
Cash Disbursements	439,160	553,507	740,507	505,795	481,172	749,751	751,967	566,007	648,087	794,047	434,790	548,321
Ending Balance	2,855,750	2,665,170	2,133,587	2,230,515	2,089,413	1,679,732	1,344,373	1,785,222	1,511,575	1,485,827	1,506,315	1,413,274

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	126,782	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	8,897	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	31,875	46,185	6/30/2028
Student Support and Professional Development - CC157	153,479	153,479	153,479	6/30/2029
Total	**1,899,945**	**1,878,754**	**1,287,533**	

3-month Cash Need	**1,996,415**
Cash Reserve	**(1,150,360)** - Need to build cash reserve.

Cash Out Average

1 month	665,472
2 months	1,330,943
3 months	1,996,415

C. Action Item(s)

C.1 OFY-SG Internal Revenue Service ("IRS") Form 990 and California Franchise Tax Board Form 199 for Fiscal Year 2024-2025

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

May 2026

Agenda Item: OFY-SG Internal Revenue Service ("IRS") Form 990 and California Franchise Tax Board Form 199 for Fiscal Year 2024-2025

Purpose: The Board will review and consider approval and/or ratification of the OFY-SG Internal Revenue Service ("IRS") Form 990 and California Franchise Tax Board Form 199 for Fiscal Year 2024-2025.

Forms 990 is used by tax-exempt organizations, nonexempt charitable trusts, and section 527 political organizations to provide the IRS with the information required by section 6033.

An organization's completed Form 990 and a section 501(c)(3) organization's Form 990-T, Exempt Organization Business Income Tax Return, are generally available for public inspection as required by section 6104. Schedule B (Form 990), Schedule of Contributors, is available for public inspection for section 527 organizations filing Form 990. For other organizations that file Form 990, parts of Schedule B (Form 990) can be open to public inspection. Some members of the public rely on Form 990 as their primary or sole source of information about a particular organization. How the public perceives an organization in such cases can be determined by information presented on its return.

Form 199 is used by organizations that have been granted an exemption by the Franchise Tax Board (FTB), organized, and operated under R&TC Section 23701, to provide the FTB with required information.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Internal Revenue Service ("IRS") Form 990 and California Franchise Tax Board Form 199 for Fiscal Year 2024-2025.

Docusign Envelope ID: B4261A09-2B0B-4AEF-9E2E-09CC3668D2C5

Instructions

Included in this DocuSign are the assembled copies of the filings for the organization's records as follows:

• Internal Copy: Includes all letters, instructions, and return pages without any redaction. Please review this file, sign, and date where indicated and submit back to CLA.

• Public Inspection Copy: Redacted to just the information that is required for public inspection. If anyone from the public were to request a copy of the return or if the return were to be posted, the Public Inspection Copy should be used.

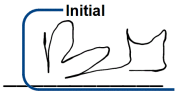
Please note:

After the documents have been e-signed and you click **'FINISH'** - DocuSign will give you the option to log-in - you can log-in at that time and download the executed documents and print any PRINT & PAPER FILE documents; alternatively, DocuSign will send you another email indicating that the documents have been 'finished' and you can click that link to download and/or print the documents. **Downloading 'as Separate Files' is important as you will not be receiving a paper copy. You have 120 days to download.**

CLA cannot e-file any return until its signed e-file authorization is returned to CLA.

CLA does recommend all returns included in each PDF be signed and dated for your records.

CLA is not making any payments as part of the e-file or submitting any 'PRINT & PAPER FILE' returns on your behalf.

Please initial to indicate that you have read and understand the above: Initial 

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OPTIONS FOR YOUTH - SAN GABRIEL, INC.

FORM 990 INCOME TAX RETURN

FOR YEAR ENDED JUNE 30, 2025

Docusign Envelope ID: B4261A09-2B0B-4AEF-9E2E-09CC3668D2C5

CliftonLarsonAllen LLP
CLAconnect.com

April 24, 2026

Options For Youth - San Gabriel, Inc.
320 N Halstead St. 210
Pasadena, CA 91107
Attention: Barbara Gondo

Dear Barbara,

Enclosed is the organization's 2024 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2026 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Docusign Envelope ID: B4261A09-2B0B-4AEF-9E2E-09CC3668D2C5

Sincerely,

CliftonLarsonAllen LLP

Docusign Envelope ID: B4261A09-2B0B-4AEF-9E2E-09CC3668D2C5

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS E-file Signature Authorization for a Tax Exempt Entity

For calendar year 2024, or fiscal year beginning JUL 1, 2024, and ending JUN 30, 20 25

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2024

Name of filer
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

EIN or SSN
95-4602181

Name and title of officer or person subject to tax
BARBARA GONDO
PRESIDENT

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	**Form 990** check here	X	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b	8,137,371.
2a	**Form 990-EZ** check here		**b Total revenue,** if any (Form 990-EZ, line 9)	2b	
3a	**Form 1120-POL** check here		**b Total tax** (Form 1120-POL, line 22)	3b	
4a	**Form 990-PF** check here		**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b	
5a	**Form 8868** check here		**b Balance due** (Form 8868, line 3c)	5b	
6a	**Form 990-T** check here		**b Total tax** (Form 990-T, Part III, line 4)	6b	
7a	**Form 4720** check here		**b Total tax** (Form 4720, Part III, line 1)	7b	
8a	**Form 5227** check here		**b FMV of assets at end of tax year** (Form 5227, Item D)	8b	
9a	**Form 5330** check here		**b Tax due** (Form 5330, Part II, line 19)	9b	
10a	**Form 8038-CP** check here		**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2024 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize CLIFTONLARSONALLEN LLP to enter my PIN 91740
ERO firm name — **Enter five numbers, but do not enter all zeros**

as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax — Signed by: Barbara Gondo — Date 5/4/2026

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 30742455902
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2024 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature MARLEN GOMEZ Date 04/24/26

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form **8879-TE** (2024)

LHA 402521 12-26-24

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Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

A For the 2024 calendar year, or tax year beginning JUL 1, 2024 **and ending** JUN 30, 2025

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) 320 N HALSTEAD ST. | Room/suite 210

City or town, state or province, country, and ZIP or foreign postal code PASADENA, CA 91107

F Name and address of principal officer: BARBARA GONDO
SAME AS C ABOVE

D Employer identification number 95-4602181

E Telephone number (626) 685-9300

G Gross receipts $ 8,137,371.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: WWW.OFY-SG.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Year of formation: 1996 **M** State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: OUR SCHOOLS CREATE AN EDUCATIONAL CHOICE FOR ALL STUDENTS. OUR STAFF CONNECTS WITH

2 Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	3
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	3
5	Total number of individuals employed in calendar year 2024 (Part V, line 2a)	5	74
6	Total number of volunteers (estimate if necessary)	6	7
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	8,296,329.	8,137,371.
9	Program service revenue (Part VIII, line 2g)	0.	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	0.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	8,296,329.	8,137,371.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	3,885,483.	3,997,631.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	3,854,234.	3,858,349.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	7,739,717.	7,855,980.
19	Revenue less expenses. Subtract line 18 from line 12	556,612.	281,391.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	9,786,207.	8,485,397.
21	Total liabilities (Part X, line 26)	7,367,299.	5,785,098.
22	Net assets or fund balances. Subtract line 21 from line 20	2,418,908.	2,700,299.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signed by: Barbara Gondo — Signature of officer — Date 5/4/2026

BARBARA GONDO, PRESIDENT
Type or print name and title

Paid Preparer Use Only

Preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
MARLEN GOMEZ	MARLEN GOMEZ	04/24/26	☐	P01306775

Firm's name CLIFTONLARSONALLEN LLP — Firm's EIN 41-0746749

Firm's address 901 VIA PIEMONTE, SUITE 300 ONTARIO, CA 91764 — Phone no. (909) 985-7286

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

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Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
TO PROVIDE ALTERNATIVE EDUCATIONAL PROGRAMS FOR STUDENTS OF THE COMMUNITY IN WHICH IT SERVES.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 7,071,920. including grants of $ 0.) (Revenue $ 0.)
THE ORGANIZATION IS A CHARTER SCHOOL OF THE SAN GABRIEL UNIFIED SCHOOL DISTRICT. THE CHARTER SCHOOL PROVIDES INDEPENDENT STUDY PROGRAMS FOR INDIVIDUALS NOT ATTENDING TRADITIONAL SCHOOL. IN THE 2024 - 2025 SCHOOL YEAR, THE ORGANIZATION SERVED 244 STUDENTS IN GRADES 7 THROUGH 12.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 7,071,920.

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Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

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Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	11		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c			

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Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 74			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	13a		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

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Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	3		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	3		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X	
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a		X
b	Other officers or key employees of the organization	15b		X
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

CYNTHIA HARSEN - 818-590-0600

320 N HALSTEAD ST., SUITE 210, PASADENA, CA 91107

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☒ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) JESSICA CORDOVA ASSISTANT PRINCIPAL	40.00					X		152,594.	0.	36,793.
(2) GEORGE BAUTISTA TEACHER	40.00					X		138,997.	0.	36,156.
(3) SANDRA RODRIGUEZ TEACHER	40.00					X		129,043.	0.	43,619.
(4) ERICA SMITH TEACHER	40.00					X		122,403.	0.	23,535.
(5) SHELBIE BEESON TEACHER	40.00					X		127,607.	0.	15,642.
(6) ILEANA KIRIAKOS SUPERINTENDENT	4.00			X				0.	0.	0.
(9) BARBARA GONDO PRESIDENT	1.00	X		X				0.	0.	0.
(10) JANE GOTHOLD CHAIRPERSON	1.00	X		X				0.	0.	0.
(11) LILIT VARUZHAYAN SECRETARY/TREASURER	1.00	X		X				0.	0.	0.

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Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								670,644.	0.	155,745.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								670,644.	0.	155,745.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 10

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
SKYROCKET, INC., 320 N HALSTEAD ST., STE. 260, PASADENA, CA 91107	EDUCATIONAL SUPPORT	737,662.
PROPEL, A CHARTER MANAGEMENT GROUP, INC., 800 S BARRANCA AVE, STE. 200, COVINA, CA	MANAGEMENT & ENROLLMENT SERVICES	585,615.
9 DOT EDUCATION SOLUTIONS, LLC, 320 N HALSTEAD ST., STE 210, PASADENA, CA 91107	BUSINESS SERVICES	494,555.
PATHWAYS IN EDUCATION, INC., 320 N HALSTEAD ST., STE 260, PASADENA, CA 91107	EDUCATIONAL SUPPORT	269,477.
PREP FOR SUCCESS, LLC, 320 N HALSTEAD ST., STE 210, PASADENA, CA 91107	SPED SERVICES	185,773.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 6

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	8,137,221.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	150.				
	g Noncash contributions included in lines 1a-1f	1g	$				
	h **Total.** Add lines 1a-1f			8,137,371.			
Program Service Revenue			**Business Code**				
	2a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b Less: direct expenses	8b					
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			**Business Code**				
	11a						
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d						
	12 **Total revenue.** See instructions			8,137,371.	0.	0.	0.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	3,469.	3,469.		
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	3,226,863.	3,226,863.		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	88,590.	88,590.		
9 Other employee benefits	435,562.	435,562.		
10 Payroll taxes	243,147.	243,147.		
11 Fees for services (nonemployees):				
a Management	1,393,711.	1,045,283.	348,428.	
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	921,925.	689,339.	232,586.	
12 Advertising and promotion	63,290.		63,290.	
13 Office expenses	134,375.		134,375.	
14 Information technology	2,631.	2,631.		
15 Royalties				
16 Occupancy	427,327.	427,327.		
17 Travel	118,955.	113,574.	5,381.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	80,199.	80,199.		
23 Insurance	42,527.	42,527.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	512,894.	512,894.		
b OTHER EXPENSES	160,515.	160,515.		
c				
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	7,855,980.	7,071,920.	784,060.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		2,966,509.	1	2,102,586.
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net		5,371,525.	4	5,144,608.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		171,774.	9	161,636.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 838,339.			
	b	Less: accumulated depreciation	10b 643,553.	204,763.	10c	194,786.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		1,071,636.	15	881,781.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		9,786,207.	16	8,485,397.
Liabilities	17	Accounts payable and accrued expenses		4,810,405.	17	3,406,101.
	18	Grants payable			18	
	19	Deferred revenue		1,534,294.	19	1,532,757.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		1,022,600.	25	846,240.
	26	**Total liabilities.** Add lines 17 through 25		7,367,299.	26	5,785,098.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		2,418,908.	27	2,700,299.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		2,418,908.	32	2,700,299.
	33	Total liabilities and net assets/fund balances		9,786,207.	33	8,485,397.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	8,137,371.
2	Total expenses (must equal Part IX, column (A), line 25)	2	7,855,980.
3	Revenue less expenses. Subtract line 2 from line 1	3	281,391.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	2,418,908.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	2,700,299.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☒

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

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SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2024 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2023 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2024.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support test - 2023.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2024.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2023.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2024 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2023 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2024** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2023** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2024.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2023.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

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Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

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Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	**11a**		
b	A family member of a person described on line 11a above?	**11b**		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	**11c**		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	**1**		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	**3**		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

- **a** ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	*Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No," provide details in **Part VI**.	**3a**		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in **Part VI** the role played by the organization in this regard.	**3b**		

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	**1**		
2 Recoveries of prior-year distributions	**2**		
3 Other gross income (see instructions)	**3**		
4 Add lines 1 through 3.	**4**		
5 Depreciation and depletion	**5**		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7 Other expenses (see instructions)	**7**		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	**1a**		
b Average monthly cash balances	**1b**		
c Fair market value of other non-exempt-use assets	**1c**		
d **Total** (add lines 1a, 1b, and 1c)	**1d**		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3 Subtract line 2 from line 1d.	**3**		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	**4**		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6 Multiply line 5 by 0.035.	**6**		
7 Recoveries of prior-year distributions	**7**		
8 **Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	**1**		
2 Enter 0.85 of line 1.	**2**		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	**3**		
4 Enter greater of line 2 or line 3.	**4**		
5 Income tax imposed in prior year	**5**		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions			**Current Year**
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (describe in **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2024 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2024**	**(iii) Distributable Amount for 2024**
1	Distributable amount for 2024 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2024 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2024			
a	From 2019			
b	From 2020			
c	From 2021			
d	From 2022			
e	From 2023			
f	**Total** of lines 3a through 3e			
g	Applied to under distributions of prior years			
h	Applied to 2024 distributable amount			
i	Carryover from 2019 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2024 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2024 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2024, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6	Remaining underdistributions for 2024. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2025.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2020			
b	Excess from 2021			
c	Excess from 2022			
d	Excess from 2023			
e	Excess from 2024			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Preservation of a historically important land area
- ☐ Protection of natural habitat
- ☐ Preservation of a certified historic structure
- ☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included on line 2a	2c	
d	Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____%
- b Permanent endowment _____%
- c Term endowment _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		394,293.	363,147.	31,146.
d Equipment		444,046.	280,406.	163,640.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				194,786.

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Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) SECURITY DEPOSITS	67,727.
(2) OPERATING LEASE RIGHT OF USE ASSETS	814,054.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 15, col. (B))*	881,781.

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) OPERATING LEASE LIABILITIES	846,240.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*	846,240.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

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Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	8,137,371.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	8,137,371.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	8,137,371.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	7,855,980.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	7,855,980.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	7,855,980.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A MANAGED CHARTER OF OPTIONS FOR YOUTH-SAN GABRIEL, INC., WHICH IS EXEMPT FROM INCOME TAXES UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE (IRC) AND CLASSIFIED BY THE INTERNAL REVENUE SERVICE (IRS) AS OTHER THAN A PRIVATE FOUNDATION. IT IS ALSO EXEMPT FROM STATE FRANCHISE AND INCOME TAXES UNDER SECTION 23701(D) OF THE CALIFORNIA REVENUE AND TAXATION CODE. THE SCHOOL IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE SCHOOL FILES AN EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

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Part XIII Supplemental Information *(continued)*

SCHEDULE E (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
NONDISCRIMINATORY POLICY CAN BE FOUND ON THE WEBSITE.			
4 Does the organization maintain the following:			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
FINANCIAL AID IS NOT OFFERED.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered "Yes" on either line 6a or line 6b, explain in Part II.			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain in Part II	7	X	

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Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:
THE SCHOOL IS A PUBLIC CHARTER SCHOOL PRINCIPALLY FUNDED BY CALIFORNIA AND FEDERAL MONIES RECEIVED THROUGH THE CALIFORNIA DEPARTMENT OF EDUCATION.

SCHEDULE J (Form 990)

(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☐ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in or receive payment from an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

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Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		**(B)** Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			**(C)** Retirement and other deferred compensation	**(D)** Nontaxable benefits	**(E)** Total of columns (B)(i)-(D)	**(F)** Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	**(ii)** Bonus & incentive compensation	**(iii)** Other reportable compensation				
(1) JESSICA CORDOVA	(i)	122,068.	11,900.	18,626.	4,540.	32,253.	189,387.	0.
ASSISTANT PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) GEORGE BAUTISTA	(i)	97,597.	16,900.	24,500.	4,354.	31,802.	175,153.	0.
TEACHER	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) SANDRA RODRIGUEZ	(i)	98,143.	11,900.	19,000.	4,133.	39,486.	172,662.	0.
TEACHER	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
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	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

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Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE O (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:
STUDENTS TO EMPOWER AND INSPIRE THEM TO ACHIEVE THEIR GOALS AND MAKE THEIR DREAMS A REALITY.

FORM 990, PART VI, SECTION A, LINE 7A:
OPTIONS FOR YOUTH - CALIFORNIA IS THE ORGANIZATION'S SOLE MEMBER AS STATED IN ITS BYLAWS.

FORM 990, PART VI, SECTION A, LINE 8B:
THERE ARE NO COMMITTEES THAT HAVE THE AUTHORITY TO ACT ON BEHALF OF THE GOVERNING BODY.

FORM 990, PART VI, SECTION B, LINE 11B:
THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEW BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:
THE ORGANIZATION DISTRIBUTES A WRITTEN CONFLICT OF INTEREST POLICY AND CODE OF ETHICS THAT APPLIES TO ALL EMPLOYEES. DIRECTORS ARE PROHIBITED FROM OWNING ANY INTEREST IN ANY ENTITY WITH WHICH THE ORGANIZATION ENGAGES IN ANY BUSINESS OR CONTRACTUAL RELATIONSHIP OF ANY KIND, AND ARE REQUIRED TO DISCLOSE ANY CONFLICTS OF INTEREST TO THE BOARD. ADDITIONALLY, THE ORGANIZATION PERIODICALLY SOLICITS BIDS FOR CONTRACTS FROM A POOL OF VENDORS AND AS A RESULT PERFORMS DUE DILIGENCE AS TO THE SAME VENDOR MULTIPLE TIMES. THIS FREQUENT CONTACT ALLOWS FOR MORE CONTINUOUS MONITORING OF POTENTIAL CONFLICTS. CONTRACTS WITH ANY VENDOR RELATED TO A DIRECTOR OR OFFICER ARE CONSIDERED RELATED PARTY TRANSACTIONS AND ARE REVIEWED BY THE BOARD WITH A HIGH LEVEL OF SCRUTINY. CONFLICTS ARE REQUIRED TO BE DISCLOSED TO THE BOARD PRIOR TO THE DISCUSSION OF THE PROPOSED CONTRACT, AND THE RELATED PARTY IS PROHIBITED FROM ANY DISCUSSION OR VOTING IN CONNECTION WITH THE CONTRACT. THE BOARD DETERMINES WHETHER THE CONTRACT PROVIDES THE GOODS OR SERVICES THAT ARE MOST NEEDED BY THE ORGANIZATION AND WHETHER THE BEST PRICE FOR SUCH GOODS OR SERVICES IS BEING OBTAINED IN COMPARISON WITH THE PROPOSED CONTRACT. IF THERE IS A QUESTION AS TO WHETHER A CONFLICT EXISTS, THE BOARD HOLDS A VOTE TO DETERMINE WHETHER A CONFLICT IS DEEMED TO EXIST, WITH ANY INTERESTED DIRECTOR OR OFFICER EXCLUDED FROM THE PROCEEDINGS.

FORM 990, PART VI, SECTION C, LINE 19:
THE ORGANIZATION'S GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND RECENT FEDERAL INCOME TAX RETURNS ARE MADE AVAILABLE FOR PUBLIC INSPECTION AT THE ORGANIZATION'S PRINCIPAL OFFICE DURING NORMAL BUSINESS HOURS.

FORM 990, PART IX, LINE 11G, OTHER FEES:

STUDENT SERVICES:	
PROGRAM SERVICE EXPENSES	51,941.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.

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Name of the organization: OPTIONS FOR YOUTH - SAN GABRIEL, INC.
Employer identification number: 95-4602181

TOTAL EXPENSES	51,941.
CONSULTING:	
PROGRAM SERVICE EXPENSES	470,315.
MANAGEMENT AND GENERAL EXPENSES	156,771.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	627,086.
EDUCATIONAL SERVICES - ADD ON:	
PROGRAM SERVICE EXPENSES	167,083.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	167,083.
DISTRICT ADMIN FEES:	
PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	75,815.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	75,815.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	921,925.

FORM 990, PART XII, LINE 2C:
THE PROCESS FOR OVERSIGHT AND SELECTION OF AN INDEPENDENT ACCOUNTANT HAS NOT CHANGED FROM THE PRIOR YEAR.

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SCHEDULE R (Form 990)
(Rev. January 2025)
Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I **Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II **Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity? Yes	(g) Section 512(b)(13) controlled entity? No
OPTIONS FOR YOUTH - CALIFORNIA, INC. - 95-4768679, 320 N HALSTEAD STREET, SUITE 210, PASADENA, CA 91107	EDUCATIONAL SUPPORT	CALIFORNIA	501(C)(3)	LINE 7	N/A		X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) (Rev. 1-2025)

LHA 432161 10-23-24

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Part III **Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity? Yes	(i) No

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Part V **Transactions With Related Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

			Yes	No
Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.				
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?				
a Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity	1a			X
b Gift, grant, or capital contribution to related organization(s)	1b			X
c Gift, grant, or capital contribution from related organization(s)	1c			X
d Loans or loan guarantees to or for related organization(s)	1d			X
e Loans or loan guarantees by related organization(s)	1e			X
f Dividends from related organization(s)	1f			X
g Sale of assets to related organization(s)	1g			X
h Purchase of assets from related organization(s)	1h			X
i Exchange of assets with related organization(s)	1i			X
j Lease of facilities, equipment, or other assets to related organization(s)	1j			X
k Lease of facilities, equipment, or other assets from related organization(s)	1k			X
l Performance of services or membership or fundraising solicitations for related organization(s)	1l			X
m Performance of services or membership or fundraising solicitations by related organization(s)	1m			X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1n			X
o Sharing of paid employees with related organization(s)	1o			X
p Reimbursement paid to related organization(s) for expenses	1p			X
q Reimbursement paid by related organization(s) for expenses	1q			X
r Other transfer of cash or property to related organization(s)	1r			X
s Other transfer of cash or property from related organization(s)	1s			X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

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Part VI **Unrelated Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners sec. 501(c)(3) orgs.? Yes	(e) No	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Docusign Envelope ID: B4261A09-2B0B-4AEF-9E2E-09CC3668D2C5

Part VII **Supplemental Information**

Provide additional information for responses to questions on Schedule R. See instructions.

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2024 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	Conv	Line No.	Unadjusted Cost Or Basis	Bus % Excl	Section 179 Expense	* Reduction In Basis	Basis For Depreciation	Beginning Accumulated Depreciation	Current Sec 179 Expense	Current Year Deduction	Ending Accumulated Depreciation
1	FIXED ASSETS	VARIOUS	150DB	20.00	HY	17	838,339.				838,339.	563,354.		80,199.	643,553.
	* TOTAL 990 PAGE 10 DEPR						838,339.				838,339.	563,354.		80,199.	643,553.

428111 04-01-24

(D) - Asset disposed

* ITC, Salvage, Bonus, Commercial Revitalization Deduction, GO Zone

Docusign Envelope ID: B4261A09-2B0B-4AEF-9E2E-09CC3668D2C5

2024 DEPRECIATION AND AMORTIZATION REPORT

- CURRENT YEAR STATE - OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
1	FIXED ASSETS	VARIES	150DB	20.00	17	838,339.			838,339.	563,354.		80,199.
	TOTAL FORM 199 DEPRECIATION					838,339.			838,339.	563,354.	0.	80,199.
	TOTALS FOR CALIFORNIA					838,339.			838,339.	563,354.	0.	80,199.

428102 04-01-24

(D) - Asset disposed

* ITC, Section 179, Salvage, Bonus, Commercial Revitalization Deduction

Docusign Envelope ID: B4261A09-2B0B-4AEF-9E2E-09CC3668D2C5

2025 DEPRECIATION AND AMORTIZATION REPORT

- NEXT YEAR STATE - OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Asset No.	Description	Date Acquired	Method	Life	Unadjusted Cost Or Basis	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Amount Of Depreciation
1	FIXED ASSETS	VARIES	150DB	20.00	838,339.		838,339.	643,553.	55,976.
	TOTAL FORM 199 DEPRECIATION				838,339.		838,339.	643,553.	55,976.
	TOTALS FOR CALIFORNIA				838,339.		838,339.	643,553.	55,976.

(D) - Asset disposed

* ITC, Section 179, Salvage, HR 3090, Commercial Revitalization Deduction, GO Zone

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TAXABLE YEAR **2024**

California Exempt Organization Annual Information Return

428941 01-14-25
FORM **199**

Calendar Year 2024 or fiscal year beginning (mm/dd/yyyy) 07/01/2024 , and ending (mm/dd/yyyy) 06/30/2025 .

Corporation/Organization name: OPTIONS FOR YOUTH - SAN GABRIEL, INC.

California corporation number: 1792083

Additional information. See instructions.

FEIN: 95-4602181

Street address (suite or room): 320 N HALSTEAD ST., 210

PMB no.:

City: PASADENA

State: CA

ZIP code: 91107

Foreign country name | Foreign province/state/county | Foreign postal code

A First return ..... ☐ Yes ☒ No

B Amended return ..... ● ☐ Yes ☒ No

C IRC Section 4947(a)(1) trust ..... ☐ Yes ☒ No

D Final information return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ● _____

E Check accounting method: (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other

F Federal return filed? (1) ● ☐ 990T (2) ● ☐ 990PF
(3) ● ☐ Sch H (990) (4) ☒ Other 990 series

G Is this a group filing? See instructions ..... ● ☐ Yes ☒ No

H Is this organization in a group exemption ..... ☐ Yes ☒ No
If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ..... ● ☐ Yes ☒ No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ..... ● ☐ Yes ☒ No

K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $ _____

L Is the organization a limited liability company? ..... ● ☐ Yes ☒ No

M Did the organization file Form 100 or Form 109 to report taxable income? ..... ● ☐ Yes ☒ No

N Is the organization under audit by the IRS or has the IRS audited in a prior year? ..... ● ☐ Yes ☒ No

O Is federal Form 1023/1024 pending? ..... ☐ Yes ☒ No
Date filed with IRS _____

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8 ●		1	00
	2	Gross dues and assessments from members and affiliates ●		2	00
	3	Gross contributions, gifts, grants, and similar amounts received ●		3	8,137,371 00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. **This line must be completed.** If the result is less than $50,000, see General Information B ●		4	8,137,371 00
	5	Cost of goods sold ●	5 00		
	6	Cost or other basis, and sales expenses of assets sold ●	6 00		
	7	Total costs. Add line 5 and line 6		7	00
	8	Total gross income. Subtract line 7 from line 4 ●		8	8,137,371 00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18 ●		9	7,855,980 00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8 ●		10	281,391 00
Payments	11	Total payments ●		11	00
	12	Use tax. See General Information K ●		12	00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11 ●		13	00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12 ●		14	00
	15	Penalties and interest. See General Information J		15	00
	16	**Balance due.** Add line 12 and line 15. Then subtract line 11 from the result ◉		16	00

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ▶ Signed by: Barbara Gouds 067030D994F145A... | Title: PRESIDENT | Date: 5/4/2026 | ● Telephone

Paid Preparer's Use Only

Preparer's signature ▶ MARLEN GOMEZ | Date: 04/24/26 | Check if self-employed ▶ ☐ | ● PTIN: P01306775

Firm's name (or yours, if self-employed) and address ▶ CLIFTONLARSONALLEN LLP
901 VIA PIEMONTE, SUITE 300
ONTARIO, CA 91764

● Firm's FEIN: 41-0746749

● Telephone: (909) 985-7286

May the FTB discuss this return with the preparer shown above? See instructions ..... ● ☒ Yes ☐ No

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Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.**

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	1		00
	2	Interest	2		00
	3	Dividends	3		00
	4	Gross rents	4		00
	5	Gross royalties	5		00
	6	Gross amount received from sale of assets (See instructions)	6		00
	7	Other income. Attach schedule	7		00
	8	**Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8		00
Expenses and Disbursements	9	Contributions, gifts, grants, and similar amounts paid. Attach schedule	9		00
	10	Disbursements to or for members.	10		00
	11	Compensation of officers, directors, and trustees. Attach schedule SEE STATEMENT 1	11	3,469	00
	12	Other salaries and wages	12	3,226,863	00
	13	Interest	13		00
	14	Taxes	14	243,147	00
	15	Rents	15	427,327	00
	16	Depreciation and depletion (See instructions)	16	80,199	00
	17	Other expenses and disbursements. Attach schedule SEE STATEMENT 2	17	3,874,975	00
	18	**Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	7,855,980	00

Schedule L **Balance Sheet**

Assets	Beginning of taxable year (a)	Beginning of taxable year (b)	End of taxable year (c)	End of taxable year (d)
1 Cash		2,966,509		2,102,586
2 Net accounts receivable		5,371,525		5,144,608
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments. Attach schedule				
10 a Depreciable assets	633,654		838,339	
b Less accumulated depreciation	428,891	204,763	643,553	194,786
11 Land				
12 Other assets. Attach schedule STMT 3		1,243,410		1,043,417
13 **Total assets**		9,786,207		8,485,397
Liabilities and net worth				
14 Accounts payable		4,810,405		3,406,101
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities. Attach schedule STMT 4		2,556,894		2,378,997
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		2,418,908		2,700,299
22 **Total liabilities and net worth**		9,786,207		8,485,397

Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books	281,391	7 Income recorded on books this year not included in this return. Attach schedule	
2 Federal income tax		8 Deductions in this return not charged against book income this year. Attach schedule	
3 Excess of capital losses over capital gains		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year. Attach schedule		10 Net income per return. Subtract line 9 from line 6	281,391
5 Expenses recorded on books this year not deducted in this return. Attach schedule			
6 Total. Add line 1 through line 5	281,391		

OPTIONS FOR YOUTH - SAN GABRIEL, INC. 95-4602181

CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 1

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
ILEANA KIRIAKOS 320 N HALSTEAD ST., 210 PASADENA, CA 91107	SUPERINTENDENT 4.00	3,469.
BARBARA GONDO 320 N HALSTEAD ST., 210 PASADENA, CA 91107	PRESIDENT 1.00	0.
JANE GOTHOLD 320 N HALSTEAD ST., 210 PASADENA, CA 91107	CHAIRPERSON 1.00	0.
LILIT VARUZHAYAN 320 N HALSTEAD ST., 210 PASADENA, CA 91107	SECRETARY/TREASURER 1.00	0.
TOTAL TO FORM 199, PART II, LINE 11		3,469.

CA 199 OTHER EXPENSES STATEMENT 2

DESCRIPTION	AMOUNT
INSTRUCTIONAL MATERIALS	512,894.
OTHER EXPENSES	160,515.
PENSION PLAN CONTRIBUTIONS	88,590.
OTHER EMPLOYEE BENEFITS	435,562.
MANAGEMENT FEES	1,393,711.
OTHER PROFESSIONAL FEES	921,925.
ADVERTISING AND PROMOTION	63,290.
OFFICE EXPENSES	134,375.
INFORMATION TECHNOLOGY	2,631.
TRAVEL	118,955.
INSURANCE	42,527.
TOTAL TO FORM 199, PART II, LINE 17	3,874,975.

OPTIONS FOR YOUTH - SAN GABRIEL, INC. 95-4602181

CA 199 OTHER ASSETS STATEMENT 3

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PREPAID EXPENSES AND DEFERRED CHARGES	171,774.	161,636.
SECURITY DEPOSITS	67,727.	67,727.
OPERATING LEASE RIGHT OF USE ASSETS	1,003,909.	814,054.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	1,243,410.	1,043,417.

CA 199 OTHER LIABILITIES STATEMENT 4

DESCRIPTION	BEG. OF YEAR	END OF YEAR
OPERATING LEASE LIABILITIES	1,022,600.	846,240.
DEFERRED REVENUE	1,534,294.	1,532,757.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	2,556,894.	2,378,997.

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TAXABLE YEAR **2024**

Corporation Depreciation and Amortization

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W. FORM 199 FEIN 95-4602181

Corporation name: OPTIONS FOR YOUTH - SAN GABRIEL, INC.

California corporation number: 1792083

Part I Election To Expense Certain Property Under IRC Section 179

1 Maximum deduction under IRC Section 179 for California	1	$25,000
2 Total cost of IRC Section 179 property placed in service	2	
3 Threshold cost of IRC Section 179 property before reduction in limitation	3	$200,000
4 Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5 Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
6			

7 Listed property (elected IRC Section 179 cost)	7		
8 Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8		
9 Tentative deduction. Enter the **smaller** of line 5 or line 8	9		
10 Carryover of disallowed deduction from prior taxable years	10		
11 Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11		
12 IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12		
13 Carryover of disallowed deduction to 2025. Add line 9 and line 10, less line 12	13		

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14	1 FIXED ASSETS							
		VARIOUS	838,339	563,354	150DB	20.00	80,199	

15 Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h)	15	80,199	

Part III Summary

16 Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) **or** Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) **or** Depreciation (if no election is made), enter the amount from line 15, column (g) ◉	16	80,199
17 Total depreciation claimed for federal purposes from federal Form 4562, line 22 ◉	17	80,199
18 Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.) ◉	18	0

Part IV Amortization

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instructions)	(f) Period or percentage	(g) Amortization for this year
19							

20 Total. Add the amounts in column (g)	20	
21 Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22 Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12 ◉	22	

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022

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2024**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name	Identifying number
OPTIONS FOR YOUTH - SAN GABRIEL, INC.	95-4602181

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts or unrelated business taxable income (Form 199, line 4 or Form 109, line 5)	1	8,137,371
2	Total gross income or total tax (Form 199, line 8 or Form 109, line 14)	2	8,137,371
3	Refund (Form 109, line 26)	3	
4	Balance due or Total amount due (Form 199, line 16 or Form 109, line 29)	4	

Part II Settle Your Account Electronically for Taxable Year 2024

5 ☐ Direct deposit of refund (Form 109 only.)

6 ☐ Electronic funds withdrawal **6a** Amount **6b** Withdrawal date (mm/dd/yyyy)

Part III Schedule of Estimated Tax Payments for Taxable Year 2025 (These are **not** installment payments for the current amount the exempt organization owes.)

	First Payment	Second Payment	Third Payment	Fourth Payment
7 Amount				
8 Withdrawal Date				

Part IV Banking Information (Have you verified the exempt organization's banking information?)

9 Routing number _____

10 Account number **11** Type of account: ☐ Checking ☐ Savings

Part V Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 5, I declare that the bank account specified in Part IV for the direct deposit refund agrees with the authorization stated on my return. If I check Part II, box 6, I authorize an electronic funds withdrawal for the amount listed on line 6a and any estimated payment amounts listed on Part III, line 7 from the bank account specified in Part IV.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2024 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's tax liability, the exempt organization will remain liable for the tax liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay or the date when the refund was sent.**

Sign Here Signed by: Barbara Gouds 0875300D9917F95A... Signature of officer | 5/4/2026 Date | PRESIDENT Title

Part VI Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB. I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2024 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign

ERO's signature: MARLEN GOMEZ | Date | Check if also paid preparer: X | Check if self-employed: ☐ | ERO's PTIN: P01306775

Firm's name (or yours if self-employed) and address: CLIFTONLARSONALLEN LLP, 901 VIA PIEMONTE, SUITE 300, ONTARIO, CA | Firm's FEIN: 41-0746749 | ZIP code: 91764

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign

Paid preparer's signature | Date | Check if self-employed: ☐ | Paid preparer's PTIN

Firm's name (or yours if self-employed) and address | Firm's FEIN | ZIP code

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Public Inspection Copy***

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

A For the 2024 calendar year, or tax year beginning JUL 1, 2024 **and ending** JUN 30, 2025

B Check if applicable: Address change; Name change; Initial return; Final return/ terminated; Amended return; Application pending

C Name of organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) 320 N HALSTEAD ST.

Room/suite 210

City or town, state or province, country, and ZIP or foreign postal code
PASADENA, CA 91107

F Name and address of principal officer: BARBARA GONDO
SAME AS C ABOVE

D Employer identification number
95-4602181

E Telephone number
(626) 685-9300

G Gross receipts $ 8,137,371.

H(a) Is this a group return for subordinates? Yes [X] No

H(b) Are all subordinates included? Yes No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: [X] 501(c)(3) 501(c) ( ) (insert no.) 4947(a)(1) or 527

J Website: WWW.OFY-SG.ORG

K Form of organization: [X] Corporation Trust Association Other

L Year of formation: 1996 **M** State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: OUR SCHOOLS CREATE AN EDUCATIONAL CHOICE FOR ALL STUDENTS. OUR STAFF CONNECTS WITH

2 Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	3
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	3
5	Total number of individuals employed in calendar year 2024 (Part V, line 2a)	5	74
6	Total number of volunteers (estimate if necessary)	6	7
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	8,296,329.	8,137,371.
9	Program service revenue (Part VIII, line 2g)	0.	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	0.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	8,296,329.	8,137,371.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	3,885,483.	3,997,631.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	3,854,234.	3,858,349.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	7,739,717.	7,855,980.
19	Revenue less expenses. Subtract line 18 from line 12	556,612.	281,391.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	9,786,207.	8,485,397.
21	Total liabilities (Part X, line 26)	7,367,299.	5,785,098.
22	Net assets or fund balances. Subtract line 21 from line 20	2,418,908.	2,700,299.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signed by: Barbara Gondo
Signature of officer — Date: 5/4/2026

BARBARA GONDO, PRESIDENT
Type or print name and title

Paid Preparer Use Only

Preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
MARLEN GOMEZ	MARLEN GOMEZ	04/24/26		P01306775

Firm's name CLIFTONLARSONALLEN LLP — Firm's EIN 41-0746749

Firm's address 901 VIA PIEMONTE, SUITE 300
ONTARIO, CA 91764 — Phone no. (909) 985-7286

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

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Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
TO PROVIDE ALTERNATIVE EDUCATIONAL PROGRAMS FOR STUDENTS OF THE COMMUNITY IN WHICH IT SERVES.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 7,071,920. including grants of $ 0.) (Revenue $ 0.)
THE ORGANIZATION IS A CHARTER SCHOOL OF THE SAN GABRIEL UNIFIED SCHOOL DISTRICT. THE CHARTER SCHOOL PROVIDES INDEPENDENT STUDY PROGRAMS FOR INDIVIDUALS NOT ATTENDING TRADITIONAL SCHOOL. IN THE 2024 - 2025 SCHOOL YEAR, THE ORGANIZATION SERVED 244 STUDENTS IN GRADES 7 THROUGH 12.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 7,071,920.

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Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

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Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	11		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c			

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Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 74			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	13a		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

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Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	3		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	3		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X	
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a		X
b	Other officers or key employees of the organization	15b		X
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

CYNTHIA HARSEN - 818-590-0600

320 N HALSTEAD ST., SUITE 210, PASADENA, CA 91107

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☒ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) JESSICA CORDOVA ASSISTANT PRINCIPAL	40.00					X		152,594.	0.	36,793.
(2) GEORGE BAUTISTA TEACHER	40.00					X		138,997.	0.	36,156.
(3) SANDRA RODRIGUEZ TEACHER	40.00					X		129,043.	0.	43,619.
(4) ERICA SMITH TEACHER	40.00					X		122,403.	0.	23,535.
(5) SHELBIE BEESON TEACHER	40.00					X		127,607.	0.	15,642.
(6) ILEANA KIRIAKOS SUPERINTENDENT	4.00			X				0.	0.	0.
(9) BARBARA GONDO PRESIDENT	1.00	X		X				0.	0.	0.
(10) JANE GOTHOLD CHAIRPERSON	1.00	X		X				0.	0.	0.
(11) LILIT VARUZHAYAN SECRETARY/TREASURER	1.00	X		X				0.	0.	0.

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Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								670,644.	0.	155,745.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								670,644.	0.	155,745.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 10

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
SKYROCKET, INC., 320 N HALSTEAD ST., STE. 260, PASADENA, CA 91107	EDUCATIONAL SUPPORT	737,662.
PROPEL, A CHARTER MANAGEMENT GROUP, INC., 800 S BARRANCA AVE, STE. 200, COVINA, CA	MANAGEMENT & ENROLLMENT SERVICES	585,615.
9 DOT EDUCATION SOLUTIONS, LLC, 320 N HALSTEAD ST., STE 210, PASADENA, CA 91107	BUSINESS SERVICES	494,555.
PATHWAYS IN EDUCATION, INC., 320 N HALSTEAD ST., STE 260, PASADENA, CA 91107	EDUCATIONAL SUPPORT	269,477.
PREP FOR SUCCESS, LLC, 320 N HALSTEAD ST., STE 210, PASADENA, CA 91107	SPED SERVICES	185,773.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 6

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	8,137,221.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	150.				
	g Noncash contributions included in lines 1a-1f	1g	$				
	h **Total.** Add lines 1a-1f			8,137,371.			
Program Service Revenue			**Business Code**				
	2a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b Less: direct expenses	8b					
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			**Business Code**				
	11a						
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d						
	12 **Total revenue.** See instructions			8,137,371.	0.	0.	0.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	3,469.	3,469.		
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	3,226,863.	3,226,863.		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	88,590.	88,590.		
9 Other employee benefits	435,562.	435,562.		
10 Payroll taxes	243,147.	243,147.		
11 Fees for services (nonemployees):				
a Management	1,393,711.	1,045,283.	348,428.	
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	921,925.	689,339.	232,586.	
12 Advertising and promotion	63,290.		63,290.	
13 Office expenses	134,375.		134,375.	
14 Information technology	2,631.	2,631.		
15 Royalties				
16 Occupancy	427,327.	427,327.		
17 Travel	118,955.	113,574.	5,381.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	80,199.	80,199.		
23 Insurance	42,527.	42,527.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	512,894.	512,894.		
b OTHER EXPENSES	160,515.	160,515.		
c				
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	7,855,980.	7,071,920.	784,060.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		2,966,509.	1	2,102,586.
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net		5,371,525.	4	5,144,608.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		171,774.	9	161,636.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 838,339.			
	b	Less: accumulated depreciation	10b 643,553.	204,763.	10c	194,786.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		1,071,636.	15	881,781.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		9,786,207.	16	8,485,397.
Liabilities	17	Accounts payable and accrued expenses		4,810,405.	17	3,406,101.
	18	Grants payable			18	
	19	Deferred revenue		1,534,294.	19	1,532,757.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		1,022,600.	25	846,240.
	26	**Total liabilities.** Add lines 17 through 25		7,367,299.	26	5,785,098.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		2,418,908.	27	2,700,299.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		2,418,908.	32	2,700,299.
	33	Total liabilities and net assets/fund balances		9,786,207.	33	8,485,397.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	8,137,371.
2	Total expenses (must equal Part IX, column (A), line 25)	2	7,855,980.
3	Revenue less expenses. Subtract line 2 from line 1	3	281,391.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	2,418,908.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	2,700,299.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☒

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

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SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2024 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2023 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2024.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support test - 2023.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2024.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2023.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2024 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2023 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2024** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2023** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2024.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2023.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

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Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

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Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	**11a**		
b	A family member of a person described on line 11a above?	**11b**		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	**11c**		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	**1**		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	**3**		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

- **a** ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	*Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No," provide details in **Part VI**.	**3a**		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in **Part VI** the role played by the organization in this regard.	**3b**		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	**1**		
2 Recoveries of prior-year distributions	**2**		
3 Other gross income (see instructions)	**3**		
4 Add lines 1 through 3.	**4**		
5 Depreciation and depletion	**5**		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7 Other expenses (see instructions)	**7**		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	**1a**		
b Average monthly cash balances	**1b**		
c Fair market value of other non-exempt-use assets	**1c**		
d **Total** (add lines 1a, 1b, and 1c)	**1d**		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3 Subtract line 2 from line 1d.	**3**		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	**4**		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6 Multiply line 5 by 0.035.	**6**		
7 Recoveries of prior-year distributions	**7**		
8 **Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	**1**		
2 Enter 0.85 of line 1.	**2**		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	**3**		
4 Enter greater of line 2 or line 3.	**4**		
5 Income tax imposed in prior year	**5**		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions		**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	**1**	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	**2**	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	**3**	
4 Amounts paid to acquire exempt-use assets	**4**	
5 Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	**5**	
6 Other distributions (describe in **Part VI**). See instructions.	**6**	
7 **Total annual distributions.** Add lines 1 through 6.	**7**	
8 Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	**8**	
9 Distributable amount for 2024 from Section C, line 6	**9**	
10 Line 8 amount divided by line 9 amount	**10**	

Section E - Distribution Allocations (see instructions)	**(i)** **Excess Distributions**	**(ii)** **Underdistributions Pre-2024**	**(iii)** **Distributable Amount for 2024**
1 Distributable amount for 2024 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2024 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3 Excess distributions carryover, if any, to 2024			
a From 2019			
b From 2020			
c From 2021			
d From 2022			
e From 2023			
f **Total** of lines 3a through 3e			
g Applied to under distributions of prior years			
h Applied to 2024 distributable amount			
i Carryover from 2019 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2024 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2024 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2024, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6 Remaining underdistributions for 2024. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7 **Excess distributions carryover to 2025.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2020			
b Excess from 2021			
c Excess from 2022			
d Excess from 2023			
e Excess from 2024			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Preservation of a historically important land area
- ☐ Protection of natural habitat
- ☐ Preservation of a certified historic structure
- ☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included on line 2a	2c	
d	Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

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Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____%
- b Permanent endowment _____%
- c Term endowment _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		394,293.	363,147.	31,146.
d Equipment		444,046.	280,406.	163,640.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				194,786.

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Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) SECURITY DEPOSITS	67,727.
(2) OPERATING LEASE RIGHT OF USE ASSETS	814,054.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 15, col. (B))*	881,781.

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) OPERATING LEASE LIABILITIES	846,240.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*	846,240.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

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Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	8,137,371.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	8,137,371.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	8,137,371.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	7,855,980.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	7,855,980.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	7,855,980.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A MANAGED CHARTER OF OPTIONS FOR YOUTH-SAN GABRIEL, INC., WHICH IS EXEMPT FROM INCOME TAXES UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE (IRC) AND CLASSIFIED BY THE INTERNAL REVENUE SERVICE (IRS) AS OTHER THAN A PRIVATE FOUNDATION. IT IS ALSO EXEMPT FROM STATE FRANCHISE AND INCOME TAXES UNDER SECTION 23701(D) OF THE CALIFORNIA REVENUE AND TAXATION CODE. THE SCHOOL IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE SCHOOL FILES AN EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

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Part XIII Supplemental Information *(continued)*

SCHEDULE E (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
NONDISCRIMINATORY POLICY CAN BE FOUND ON THE WEBSITE.			
4 Does the organization maintain the following:			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
FINANCIAL AID IS NOT OFFERED.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered "Yes" on either line 6a or line 6b, explain in Part II.			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain in Part II	7	X	

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Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:
THE SCHOOL IS A PUBLIC CHARTER SCHOOL PRINCIPALLY FUNDED BY CALIFORNIA AND FEDERAL MONIES RECEIVED THROUGH THE CALIFORNIA DEPARTMENT OF EDUCATION.

SCHEDULE J (Form 990)

(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☐ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in or receive payment from an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

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Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		**(B)** Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			**(C)** Retirement and other deferred compensation	**(D)** Nontaxable benefits	**(E)** Total of columns (B)(i)-(D)	**(F)** Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	**(ii)** Bonus & incentive compensation	**(iii)** Other reportable compensation				
(1) JESSICA CORDOVA	(i)	122,068.	11,900.	18,626.	4,540.	32,253.	189,387.	0.
ASSISTANT PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) GEORGE BAUTISTA	(i)	97,597.	16,900.	24,500.	4,354.	31,802.	175,153.	0.
TEACHER	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) SANDRA RODRIGUEZ	(i)	98,143.	11,900.	19,000.	4,133.	39,486.	172,662.	0.
TEACHER	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

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Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE O (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:
STUDENTS TO EMPOWER AND INSPIRE THEM TO ACHIEVE THEIR GOALS AND MAKE THEIR DREAMS A REALITY.

FORM 990, PART VI, SECTION A, LINE 7A:
OPTIONS FOR YOUTH - CALIFORNIA IS THE ORGANIZATION'S SOLE MEMBER AS STATED IN ITS BYLAWS.

FORM 990, PART VI, SECTION A, LINE 8B:
THERE ARE NO COMMITTEES THAT HAVE THE AUTHORITY TO ACT ON BEHALF OF THE GOVERNING BODY.

FORM 990, PART VI, SECTION B, LINE 11B:
THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEW BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:
THE ORGANIZATION DISTRIBUTES A WRITTEN CONFLICT OF INTEREST POLICY AND CODE OF ETHICS THAT APPLIES TO ALL EMPLOYEES. DIRECTORS ARE PROHIBITED FROM OWNING ANY INTEREST IN ANY ENTITY WITH WHICH THE ORGANIZATION ENGAGES IN ANY BUSINESS OR CONTRACTUAL RELATIONSHIP OF ANY KIND, AND ARE REQUIRED TO DISCLOSE ANY CONFLICTS OF INTEREST TO THE BOARD. ADDITIONALLY, THE ORGANIZATION PERIODICALLY SOLICITS BIDS FOR CONTRACTS FROM A POOL OF VENDORS AND AS A RESULT PERFORMS DUE DILIGENCE AS TO THE SAME VENDOR MULTIPLE TIMES. THIS FREQUENT CONTACT ALLOWS FOR MORE CONTINUOUS MONITORING OF POTENTIAL CONFLICTS. CONTRACTS WITH ANY VENDOR RELATED TO A DIRECTOR OR OFFICER ARE CONSIDERED RELATED PARTY TRANSACTIONS AND ARE REVIEWED BY THE BOARD WITH A HIGH LEVEL OF SCRUTINY. CONFLICTS ARE REQUIRED TO BE DISCLOSED TO THE BOARD PRIOR TO THE DISCUSSION OF THE PROPOSED CONTRACT, AND THE RELATED PARTY IS PROHIBITED FROM ANY DISCUSSION OR VOTING IN CONNECTION WITH THE CONTRACT. THE BOARD DETERMINES WHETHER THE CONTRACT PROVIDES THE GOODS OR SERVICES THAT ARE MOST NEEDED BY THE ORGANIZATION AND WHETHER THE BEST PRICE FOR SUCH GOODS OR SERVICES IS BEING OBTAINED IN COMPARISON WITH THE PROPOSED CONTRACT. IF THERE IS A QUESTION AS TO WHETHER A CONFLICT EXISTS, THE BOARD HOLDS A VOTE TO DETERMINE WHETHER A CONFLICT IS DEEMED TO EXIST, WITH ANY INTERESTED DIRECTOR OR OFFICER EXCLUDED FROM THE PROCEEDINGS.

FORM 990, PART VI, SECTION C, LINE 19:
THE ORGANIZATION'S GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND RECENT FEDERAL INCOME TAX RETURNS ARE MADE AVAILABLE FOR PUBLIC INSPECTION AT THE ORGANIZATION'S PRINCIPAL OFFICE DURING NORMAL BUSINESS HOURS.

FORM 990, PART IX, LINE 11G, OTHER FEES:

STUDENT SERVICES:	
PROGRAM SERVICE EXPENSES	51,941.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.

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Name of the organization: OPTIONS FOR YOUTH - SAN GABRIEL, INC.
Employer identification number: 95-4602181

TOTAL EXPENSES	51,941.
CONSULTING:	
PROGRAM SERVICE EXPENSES	470,315.
MANAGEMENT AND GENERAL EXPENSES	156,771.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	627,086.
EDUCATIONAL SERVICES - ADD ON:	
PROGRAM SERVICE EXPENSES	167,083.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	167,083.
DISTRICT ADMIN FEES:	
PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	75,815.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	75,815.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	921,925.

FORM 990, PART XII, LINE 2C:
THE PROCESS FOR OVERSIGHT AND SELECTION OF AN INDEPENDENT ACCOUNTANT HAS NOT CHANGED FROM THE PRIOR YEAR.

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SCHEDULE R (Form 990)
(Rev. January 2025)
Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
OPTIONS FOR YOUTH - SAN GABRIEL, INC.

Employer identification number
95-4602181

Part I **Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II **Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity? Yes	(g) Section 512(b)(13) controlled entity? No
OPTIONS FOR YOUTH - CALIFORNIA, INC. - 95-4768679, 320 N HALSTEAD STREET, SUITE 210, PASADENA, CA 91107	EDUCATIONAL SUPPORT	CALIFORNIA	501(C)(3)	LINE 7	N/A		X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) (Rev. 1-2025)

LHA 432161 10-23-24

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Part III **Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity? Yes	(i) No

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Part V **Transactions With Related Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

			Yes	No
Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.				
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?				
a Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity	1a			X
b Gift, grant, or capital contribution to related organization(s)	1b			X
c Gift, grant, or capital contribution from related organization(s)	1c			X
d Loans or loan guarantees to or for related organization(s)	1d			X
e Loans or loan guarantees by related organization(s)	1e			X
f Dividends from related organization(s)	1f			X
g Sale of assets to related organization(s)	1g			X
h Purchase of assets from related organization(s)	1h			X
i Exchange of assets with related organization(s)	1i			X
j Lease of facilities, equipment, or other assets to related organization(s)	1j			X
k Lease of facilities, equipment, or other assets from related organization(s)	1k			X
l Performance of services or membership or fundraising solicitations for related organization(s)	1l			X
m Performance of services or membership or fundraising solicitations by related organization(s)	1m			X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1n			X
o Sharing of paid employees with related organization(s)	1o			X
p Reimbursement paid to related organization(s) for expenses	1p			X
q Reimbursement paid by related organization(s) for expenses	1q			X
r Other transfer of cash or property to related organization(s)	1r			X
s Other transfer of cash or property from related organization(s)	1s			X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

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Part VI **Unrelated Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners sec. 501(c)(3) orgs.? Yes	(e) No	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

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Part VII **Supplemental Information**

Provide additional information for responses to questions on Schedule R. See instructions.

Certificate Of Completion

Envelope Id: B4261A09-2B0B-4AEF-9E2E-09CC3668D2C5
Status: Completed
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Client Name: Options For Youth - San Gabriel, Inc.
Client Number: A216824
Source Envelope:
Document Pages: 88
Signatures: 5
Certificate Pages: 5
Initials: 1
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-06:00) Central Time (US & Canada)

Envelope Originator:
CLA Operations
220 S 6th St Ste 300
Minneapolis, MN 55402-1418
Erlinda.Tomas@claconnect.com
IP Address: 40.83.141.201

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Signer Events	Signature	Timestamp
Barbara Gondo barbgondo@att.net Security Level: Email, Account Authentication (None), Access Code	Signed by: Barbara Gondo 867930D991F145A... Signature Adoption: Pre-selected Style Using IP Address: 2600:1700:fe70:87e0:e8e9:7af2:332f:a974	Sent: 4/24/2026 1:03:19 PM Resent: 4/30/2026 12:08:47 PM Resent: 5/1/2026 10:55:49 AM Resent: 5/1/2026 1:04:31 PM Viewed: 5/4/2026 1:29:54 PM Signed: 5/4/2026 1:32:08 PM

Electronic Record and Signature Disclosure:
Accepted: 5/4/2026 1:29:54 PM
ID: a0a191de-7e4b-420f-8313-3887a9ee8d9b

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

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Alexander Salazar alexander@hello9dot.com Security Level: Email, Account Authentication (None), Access Code	COPIED	Sent: 4/24/2026 1:03:20 PM Viewed: 5/4/2026 1:32:37 PM

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Gomez, Marlen Marlen.Gomez@claconnect.com Security Level: Email, Account Authentication (None)	COPIED	Sent: 4/24/2026 1:03:19 PM Viewed: 4/28/2026 3:37:22 PM

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Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	4/24/2026 1:03:20 PM
Envelope Updated	Security Checked	5/1/2026 1:04:30 PM
Certified Delivered	Security Checked	5/4/2026 1:29:54 PM
Signing Complete	Security Checked	5/4/2026 1:32:08 PM
Completed	Security Checked	5/4/2026 1:32:08 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

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If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

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How to contact CliftonLarsonAllen LLP:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
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To advise CliftonLarsonAllen LLP of your new email address

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i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to BusinessTechnology@CLAconnect.com and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

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To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

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- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify CliftonLarsonAllen LLP as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by CliftonLarsonAllen LLP during the course of your relationship with CliftonLarsonAllen LLP.

C.2 OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. (“OFL-BP”)

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

May 2026

Agenda Item: OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. ("OFL-BP")

Purpose: The Board will review and consider the approval of the OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. ("OFL-BP").

OFY-SG has had a Shared Employee Lease Agreement with OFL-BP since the 2023-2024 school year, outlining OFL-BP's provided services of Online Program Employees. This partnership has allowed OFY-SG to serve more students in the community and provide a wider range of educational options. As this partnership has grown, this amended Shared Employee Lease Agreement provides additional detail and clarification of the expenses included in the agreement. These updates allow for both parties to better anticipate and plan for related expenses. All other aspects of the agreement will remain unchanged.

Fiscal Impact: The charter's proportionate share of Online Program Employee Expenses based on ADA.

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. ("OFL-BP").

AMENDED AND RESTATED MEMORANDUM OF UNDERSTANDING BY AND BETWEEN OFL - BALDWIN PARK, INC. CHARTER SCHOOL AND OFY – SAN GABRIEL, INC. CHARTER SCHOOL

This Amended and Restated Memorandum of Understanding ("MOU") by and between OFL - Baldwin Park, Inc. Charter School ("OFL-BP") and OFY – San Gabriel, Inc. Charter School ("OFY-SG") shall be effective as of July 1, 2025. OFL-BP and OFY-SG are sometimes each referred to herein as "Party" or, collectively, as the "Parties".

WHEREAS, OFL-BP is a California charter school operating pursuant to a charter authorized by the Baldwin Park Unified School District;

WHEREAS, OFY-SG is a California charter school operating pursuant to a charter authorized by San Gabriel Unified School District;

WHEREAS, OFL-BP operates an online educational program (the "Online Program") for charter school students and, in doing so, incurs expenses associated with employment of employees and operational overhead (e.g., rent, equipment and supplies);

WHEREAS, in connection therewith, OFL-BP employs numerous employees (the "Online Program Employees") and maintains other infrastructure related thereto;

WHEREAS, OFY-SG wishes to offer an online educational program to its charter school students but lacks the employees and related infrastructure for doing so;

WHERES, in order for OFY-SG to offer an online educational program to its students, both during the regular academic year and intersessions, OFL-BP and OFY-SG have agreed to share the services provided by the Online Program Employees to assist OFY-SG in offering an online educational program to its charter school students; and,

NOW, THEREFORE, in consideration of the mutual agreements and covenants contained herein, OFL-BP and OFY-SG hereby agree as follows:

1. <u>Shared Online Program Employees.</u>

(a) OFL-BP shall supply to OFY-SG the services of the Online Program Employees in order to assist OFY-SG in providing an online educational program to its students.

(b) OFY-SG agrees and acknowledges that OFL-BP may also agree to provide the services of the Online Program Employees to other charter schools; provided, however, that OFL-BP agrees that the number of such charter schools shall not exceed OFL-BP's reasonable capacity such that OFY-SG's ability to competently and productively offer an online educational program to its students is not compromised.

(c) OFL-BP shall make commercially reasonable efforts to maintain the employment of the Online Program Employees during the term of this MOU and shall be responsible for maintaining personnel files for the Online Program Employees. OFL-BP shall assume sole responsibility for the direct payment of wages and employee benefits to the Online Program Employees and shall, with respect to said personnel, be responsible for withholding federal, state and local income taxes, social

security, Medicare taxes and all other required withholdings and other payments related to employment of the Online Program Employees. OFL-BP shall be responsible for maintaining worker's compensation insurance coverage for the Online Program Employees in an amount and on such terms as required by state law unless otherwise required by law or the terms of OFL-BP's workers compensation insurance policy(ies).

(d) All of the Online Program Employees shall be employed by OFL-BP upon terms substantially consistent with similarly situated employees. OFL-BP shall consult with OFY-SG regarding any changes in salary or benefits and any discretionary payments such as performance incentives.

(e) OFY-SG shall reimburse OFL-BP a proportionate share of the Online Program Employee Expenses paid by OFL-BP to the Online Program Employees as well as all expenses associated with said employment including, without limitation, all employee benefits, such as health insurance and 401k matching payments, if any; mileage and other travel expenses incurred by Online Program Employees in the course and scope of their employment; equipment for Online Program Employees for use within the scope of their employment (e.g., laptops, digital programs, and supplies); and professional development programs over the course of the academic year. The compensation and other expenses for the Online Program Employees shall be referred to herein as the "Online Program Employee Expenses". OFY-SG's reimbursement of Online Program Employee Expenses shall be made as set forth in Section ____, hereinbelow.

2. <u>Shared Online Program Expenses</u>

(a) The Parties agree and acknowledge that OFL-BP incurs various operational expenses related to the maintenance and operation of the Online Program, including, without limitation, rent, leasehold improvements, supplies and other overhead expenses ("Online Program Expenses")

(b) OFY-SG agrees to reimburse OFL-BP for OFY-SG's reasonably proportionate share of Online Program Expenses incurred by OFL-BP. OFY-SG's reimbursement of Online Program Expenses shall be made as set forth in Section 3, hereinbelow.

3. <u>Reimbursement of OFL-BP by OFY-SG shall be as follows:</u>

i. OFY-SG's proportionate share of the Online Program Employee Expenses and Online Program Expenses shall be calculated based upon the relative number of ADA served by the Online Program Employees when providing services to OFY-SG as compared to the number of ADA served by the Online Program Employees when providing services to OFL-BP and all other charter schools to whom services are provided by the Online Program Employees; it being the intent of the parties that the Online Program Employee Expenses and Online Program Expenses shall be shared by all charter schools served by the Online Program Employees based upon the relative ADA of all such charter schools.

ii. At the outset of each academic year, the Parties shall, in good faith, agree upon a monthly estimate of OFY-SG's share of the Online Program Employee Expenses and Online Program Expenses (the "Estimate"). OFY-SG shall advance to OFL-BP an amount equal to one-fourth ($1/4^{th}$) of the Estimate at the commencement of each quarter of the academic year (i.e., July 1, October 1, January 1 and April 1) (the "Estimate Due Date"). All such payments shall be due within 30 days of each Estimate Due Date. At the end of each academic year, but by no later than the following December 31 of that year, the Parties shall

agree upon any amounts necessary to true up the total amount actually owed by OFY-SG to OFL-BP for the academic year based upon the Parties' P2 certified enrollment. If, as a result of the agreed upon monthly estimated payments, OFY-SG has overpaid for its pro rata share of the Online Program Employee Expenses and Online Program Expenses, OFL-BP shall refund to OFY-SG the amount of overpayment. If, as a result of the agreed upon monthly estimated payments, OFY-SG has underpaid for its pro rata share of the Online Program Employee Expenses and Online Program Expenses, OFY-SG shall pay to OFL-BP the remaining amount due for that academic year. OFL-BP shall invoice OFY-SG for all 'amounts due. When doing so, OFL-BP shall submit documentary support for its calculations of the Online Program Employee Expenses Online Program Expenses. The parties acknowledge and agree that other charter schools may enter into substantial or similar MOUs with OFL-BP concerning the sharing of Online Program Employees and Online Program Expenses. Accordingly, OFY-SG's pro rate share of Online Program Employee Expenses shall be calculated based upon the pro rata shares of such expenses of all charter schools sharing Online Program Employees Online Program Expenses, including OFL-BP.

iii. OFL-BP shall comply with all applicable federal, state and local laws with respect to the for its pro rata share of the Online Program Employee Expenses.

4. Term. Unless earlier terminated by mutual agreement of the Parties, this MOU shall continue in full force and effect so long as OFY-SG utilizes the services of the for its pro rata share of the Online Program Employee.

5. Management of Online Program Employees Responsibilities. OFL-BP shall be solely responsible for management of the Online Program Employee's work, including ensuring that the Online Program Employees devote adequate time to the needs of OFY-SG's online program in light of and notwithstanding the needs of the online programs of OFL-BP and other charter schools sharing in the services of the Online Program Employees. OFL-BP shall be solely responsible for the hiring and termination of Online Program Employees; provided, however, that OFL-BP shall consult with OFY-SG with respect thereto.

6. Early Termination. Either Party may terminate this MOU upon sixty (60) days prior written notice to the other. Upon termination, the Parties shall follow the process of "truing up" any amounts owed by OFY-SG to OFL-BP set forth above for the portion of the academic year that has elapsed as of the time of the early termination.

7. Direct Hiring. OFY-SG agrees not to hire, extend gratuities and/or solicit for hire any of the Shared Personnel without the prior express written consent of OFL-BP.

8. Indemnification. The Parties shall defend, indemnify and hold one another harmless from all claims, liabilities, suits, losses, damages and governmental enforcement actions to which either Party may be subjected as a result of the other Party's failure, of any kind, to abide by or comply with any laws and regulations applicable to the for its pro rata share of the Online Program Employee Expenses Online Program Expenses; negligence with respect to the for its pro rata share of the Online Program Employee Expenses Online Program Expenses; or, intentional misconduct with respect to the for its pro rata share of the Online Program Employee Expenses Online Program Expenses. The Parties agree that, in the event that any action of proceeding is commenced by any of the Online Program Employees against only one of the Parties, said Party shall be solely responsible for the costs associated with responding to or defending such action; provided, however, that should OFL-BP be

responsible, in whole or in part, for the facts giving rise to such claim(s); the parties shall share the costs associated with responding to or defending such claim and shall meet and confer in good faith with respect to an agreement for allocation of said expenses. Should the Parties fail to come to such an agreement, either Party may seek judicial intervention to resolve the issue.

9. Entire Agreement. This MOU constitutes and represents the entire agreement between the Parties hereto and supersedes any prior understandings or agreements, written or oral, between the Parties hereto with respect to the subject matter of this MOU. This MOU may only be amended by an agreement in writing executed by the Parties hereto. The enforceability, invalidity, or illegality of any provision of this MOU shall not render any other provisions unenforceable, invalid or illegal.

10. Assignment. Neither Party shall assign any of its rights or obligations under this MOU without the prior written consent of the other Party, which consent shall not be unreasonably withheld. Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under this MOU on any person or party other than the Parties hereto and their respective successors.

11. Waiver. No waiver of any provision of this MOU shall be effective unless it is in writing, signed by the Party against whom it is asserted, and any such written waiver shall only be applicable to the specific instance to which it is related and shall not be deemed to be a continuing or further waiver.

12. Severability. Each and every covenant and agreement set forth herein shall be separate and independent from any other and the breach of any covenant or agreement shall in no way or manner discharge or relieve the performance of any other covenant or agreement.

13. Headings. Captions and articles headings contained in this MOU are for convenience and reference only and in no way define, describe, extend or limit the scope or intent of this MOU nor the intent of any provision hereof.

14. Notice. Any and all notices or other communications required or permitted to be delivered hereunder will be deemed properly delivered (a) upon personal delivery with written confirmation of delivery, (b) three days after mailing first class mail, postage prepaid, or (c) upon delivery when sent by next day or overnight mail or delivery with written confirmation of delivery, to the Parties as set forth below:

If to OFL-BP, to:	Bryce Egardo 16023 Arrow Highway Ste. C Irwindale, CA 91706
With an email copy to:	oflbpleadership@oflschools.org
If to OFY-SG, to:	Megan Betry 215 South Mission Dr. San Gabriel, CA 91776
With an email copy to:	ofysgleadership@ofy.org

Each Party may change the name and address of the designee to whom notice shall be given by giving written notice of such change to the other Party.

15. Relationship. Both Parties agree that this MOU is not intended to create nor shall it be deemed or construed to create any relationship between the Parties other than that of independent entities contracting with each other solely for the purpose of effecting the provisions of this MOU. Neither the Parties hereto, nor any of their respective employees, shall be construed to be an agent, employer or representative of the other, nor will either Party have any express or implied right of authority to assume or create any obligation or responsibility on behalf of or in the name of the other Party.

16. Governing Law and Jurisdiction. This MOU shall be governed by the laws of the state of California. The Parties agree that federal and state courts of California, or a mediator or arbitrator within California, shall have jurisdiction to hear and determine any suit, action or proceeding and to settle any dispute between them that arise out of or in connection with this MOU.

IN WITNESS HEREOF, the Parties have executed this MOU on the date(s) indicated below:

Date: _____, 2026 OFL - BALDWIN PARK, INC.

By: _____
Its: _____

Date: _____, 2026 OFY – SAN GABRIEL, INC.

By: _____
Its: _____

C.3 OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc.

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

May 2026

Agenda Item: OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc.

Purpose: The Board will review and consider approval of the OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc. 9 Dot is a provider of human resources, payroll, corporate compliance, and accounting back office services.

Contract Term:

- Agreement effective July 1, 2026 through June 30, 2036, with standard renewal provisions if conditions are met
- Termination for cause, including material breach or nonrenewal of the charter

Fiscal Impact: Reduction in fees from 7% to 6.85%

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc.

SERVICES AGREEMENT BETWEEN 9 DOT EDUCATION SOLUTIONS, LLC

AND

OPTIONS FOR YOUTH- SAN GABRIEL, INC.

This SERVICES AGREEMENT ("Agreement") is made and entered into and effective as of July 1, 2026 (“Effective date”) by and between 9 Dot Education Solutions, LLC, a California Limited Liability Company ("9 Dot"), and Options For Youth-San Gabriel, Inc., a California nonprofit public benefit corporation ("Client") with reference to the following:

RECITALS

A. WHEREAS, 9 Dot is a provider of human resources, payroll, board relations, and accounting back office services.

B. WHEREAS, Client operates a public charter school serving predominantly at-risk students pursuant to a charter petition authorized by the San Gabriel Unified School District ("District").

C. WHEREAS, Client desires to contract with 9 Dot for services, including human resources, payroll, corporate board relations, and accounting back office services, and 9 Dot desires to provide such services to Client, subject to the terms and conditions herein.

D. WHEREAS, the parties acknowledge and intend that the terms of this Agreement shall at all times be construed in light of the terms of the charter petition approved by the District, that this Agreement constitutes a public record of Client, and that this Agreement provides for 9 Dot to deliver task-related services that are performed at the direction of the governing board of Client and for which the governing board of Client retains ultimate decision-making authority.

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE 1 RELATIONSHIP OF THE PARTIES

1.1 Independent Contractor.

1.1.1 The parties agree that the relationship between 9 Dot and Client created by this Agreement is that of an independent contractor and not a partnership, joint venture, charter school operator, or employer-employee relationship.

1.1.2 All 9 Dot employees providing services to Client shall be and remain employed by 9 Dot and shall always be subject to the direction, supervision, and control of 9 Dot. All Client employees shall be and remain employed by Client and shall always be subject to the direction, supervision, and control of Client. Client will be solely and entirely responsible for its acts and for the acts of its agents, employees, representatives, and subcontractors during the entire Term of this Agreement. 9 Dot will be solely and entirely responsible for its acts and for the acts of its agents, employees, representatives, and subcontractors during the entire Term of this Agreement. Client shall not have any right to terminate the employment of any 9 Dot

employee providing services to the Client. 9 Dot shall not have any right to employ, supervise, dismiss, or otherwise terminate the employment of any Client employee; provided, however, 9 Dot may assist in the termination of any employee in carrying out 9 Dot's human resources and/or payroll functions, and may carry out the termination of any employee designated by Client.

1.1.3 The parties understand and agree that 9 Dot lacks the authority to bind Client contractually, conduct business on Client's behalf, or incur any obligations on behalf of Client, except as otherwise provided in the Services. Specifically, 9 Dot agrees not to represent any employees of 9 Dot as employees of Client in any capacity, including, but not limited to, when interacting with Client's students, parents of students, vendors, employees, or the District.

1.1.4 9 Dot warrants that 9 Dot is engaged in an independent and bona fide business operation, markets itself as such, is in possession of a valid business license/insurance when required, and is providing similar services as provided herein to others.

1.1.5 9 Dot shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, and social security tax withholding and contributions. 9 Dot and its employees are not entitled to receive from Client any vacation pay, sick leave, retirement benefits, Social Security, workers' compensation, disability benefits, unemployment benefits, or any other employee benefit of any kind.

1.1.6 9 Dot shall perform its duties in good faith, in a manner it reasonably believes to be in the best interests of Client, with such care as an ordinarily prudent person in a like position would use under similar circumstances, and in exchange for reasonable compensation as set forth herein.

1.1.7 9 Dot is not obligated to devote all of its time or business efforts to the affairs of the Client. 9 Dot shall devote the time, effort, and skill reasonably necessary for the provision of the Services specified by this Agreement.

1.1.8 To the maximum extent allowable by law, 9 Dot agrees to hold harmless, indemnify, and defend Client from any third-party claim, demand, assessment, penalty, fine, tax, interest, or proceeding, including reasonable attorneys' fees and costs, to the extend arising solely out of 9 Dot's failure to satisfy its obligations under Section 1.1.5 with respect to 9 Dot's own employees.

1.2 Relationship and Scope of Authority.

1.2.1 Under this Agreement, and contingent on 9 Dot's receipt of accurate, complete, and timely information from Client, 9 Dot will deliver task-related services that are performed at the direction of the governing board of Client and for which the governing board of Client retains ultimate decision-making authority. The governing board of Client shall always retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing operation of the charter school. The governing board of Client, and not 9 Dot, has fiduciary responsibility for the charter school. Client shall designate in writing those officers, employees, and representatives authorized to provide instructions, approvals, data, and records to 9 Dot on Client's behalf ("Authorized Client Representatives"). 9 Dot shall be entitled to rely on instructions, approvals, consents, information, and records provided by an Authorized Client Representative, and shall

have no liability for acting in reliance thereon unless 9 Dot has actual knowledge that such person lacks authority or that such information is materially inaccurate.

1.2.2 Client shall pay for an annual audit of Client to be conducted in compliance with California law and regulations. The annual audit shall be performed by an independent certified public accountant selected and retained solely by Client. 9 Dot may help to identify the certified public accountant pursuant to the scope of Services.

1.2.3 9 Dot may hire and use its own legal counsel for 9 Dot operations, paid for by 9 Dot, in 9 Dot's sole discretion. While 9 Dot may make recommendations to the governing board of Client regarding any arrangements for legal services for Client related to the services 9 Dot provides, such as legal services for human resources issues, Client and its governing board shall hire legal counsel for Client directly as Client may deem appropriate and necessary.

1.2.4 Nothing in this Agreement shall be construed in any way to limit the authority of the District or any other regulatory body, including, but not limited to, the authority of the District as the authorizer of Client's charter pursuant to applicable law.

1.3 Cooperation.

1.3.1 Client shall make available to 9 Dot complete, accurate, current, and timely data, files, documents, approvals, and other information and records necessary or appropriate for 9 Dot to provide the Services under this Agreement. Client staff, and the governing board of Client as necessary, shall work closely and cooperatively with 9 Dot to facilitate 9 Dot’s effective performance and delivery of the Services. Except to the extent expressly set forth in the Services, 9 Dot shall have no obligation to independently audit, verify, or investigate the accuracy or completeness of information supplied by Client or its Authorized Client Representatives.

1.3.2 9 Dot acknowledges and understands that Client complies with the California Public Records Act, Ralph M. Brown Act, Political Reform Act, and other governmental transparency laws as applicable to Client. 9 Dot agrees to assist Client in Client’s compliance with these laws to the extent such laws intersect with the Services, and 9 Dot shall make all Client records physically or electronically available to Client, upon Client’s request, at the Client’s physical location or as otherwise requested by Client; provided, however, that nothing in this Agreement requires 9 Dot to disclose, assign, or transfer ownership of any 9 Dot Materials, except to the extent incorporated into Deliverables licensed to Client pursuant to Section 3.2. The finance and other Client records of Client maintained by 9 Dot shall be made available to Client’s independent auditor upon request, but such access shall not extend to 9 Dot’s proprietary methodologies, internal templates, software tools, generalized know-how, or other 9 Dot Materials except to the extent reasonably necessary to review Client’s books and records, provided, however, that nothing in this Agreement shall require 9 Dot to assign or transfer ownership of any 9 Dot Materials, except to the extent incorporated into work product licensed to Client under Section 3.2.

1.3.3 Client acknowledges and understands that 9 Dot relies on Client to provide accurate, timely, and verifiable timekeeping, compensation, leave, and personnel-action information. Client shall maintain accurate records of all hours worked by its employees, including precise start and stop times, meal periods, rest periods, overtime, and premium-pay events, to the extent required by law, and shall be solely responsible for work schedules, staffing decisions, off-the-clock work, approval of time worked, approval of overtime, and ensuring that its employees receive and take all legally required meal and rest periods. Client shall also be solely responsible

for communicating to 9 Dot accurate and timely information regarding approved compensation changes, bonuses, stipends, reimbursements, deductions, leave approvals, hires, separations, and termination instructions in sufficient time for payroll processing.

1.3.4 Client shall be solely responsible for all substantive business, employment, compensation, budgeting, insurance, governance, reporting, tax, and legal/compliance decisions relating to the charter school, including without limitation: hiring, discipline, corrective action, termination, employee classification, compensation levels and changes, staffing levels, work schedules, overtime authorization, leave approvals requiring management discretion, budget assumptions and adoption, insurance carrier selection, coverage limits, deductibles, insured status, board agendas and actions, positions taken in regulatory or financial reporting, and decisions made in consultation with Client's legal counsel, external auditor, tax professional, insurance broker, or other retained professional. 9 Dot's role under this Agreement is administrative, coordinative, processing, and advisory only, except to the extent expressly stated otherwise in the Services.

ARTICLE 2 TERM

2.1 The Term ("Term") of this Agreement shall expire June 30, 2036 (the "Termination Date") unless earlier terminated pursuant to this Agreement. Notwithstanding the foregoing, upon the Termination Date, this Agreement shall automatically renew for an additional two (2) year term (the "Renewal Term") if all the following conditions are met as of the Termination Date:

a. Client's current charter is renewed or extended; and,

b. No Notices of Material Breach have been issued by Client during the Term.

ARTICLE 3 SERVICES TO BE PROVIDED BY 9 DOT

3.1 During the Term and Renewal Term, 9 Dot will provide to Client the services, including the staff necessary to provide the services, described in Exhibit A - Human Resources Services, Exhibit B - Accounting Services, Exhibit C - Payroll Services, Exhibit D – Corporate Secretarial Services, Exhibit E - Recruitment Services and Exhibit F – Purchasing Services (collectively, the "Services"), which exhibits are incorporated by reference into this Agreement. The parties may mutually agree to modify the Services at any time by amending the exhibits in writing; provided, however, the annual fee shall remain the same and 9 Dot will continue to only perform task-related services at the direction of the governing board of the Client and for which the governing board of Client retains ultimate decision-making authority. 9 Dot's Services shall not include: (i) employing, supervising, or dismissing certificated or noncertificated employees of Client charter school; (ii) managing Client charter school's day-to-day operations as its administrative manager; (iii) nominating, appointing, or removing Client charter school's governing board members or officers; (iv) approving, denying, or managing Client charter school's budget or any expenditures that are not authorized by Client's governing board; or (v) providing services to Client's charter school before the governing board has approved the contract for those services at a publicly noticed meeting.

3.2 Ownership of Materials; License. As between the parties, Client owns all Client data, records, student information, employee information, financial information, and client-specific operational records and documents created for Client in the course of the Services ("Client

Materials"). As between the parties, 9 Dot owns all templates, workflows, manuals, training materials, software, software configurations, reporting formats, tools, methodologies, processes, generalized know-how, and other proprietary materials developed by 9 Dot independently of Client-specific information or incorporated by 9 Dot into the Services as part of its generally applicable service platform or methods ("9 Dot Materials"). No ownership rights in any 9 Dot Materials are transferred to Client under this Agreement. To the extent any 9 Dot Materials are incorporated into any reports, board packages, analyses, schedules, forms, payroll outputs, or other work product provided to Client under the Services, 9 Dot grants Client a non-exclusive, non-transferable license to use such 9 Dot Materials solely as incorporated in such work product for Client's internal operations.

ARTICLE 4 9 DOT COMPENSATION

4.1 Annual Fee

4.1.1 During the Term and the Renewal Term, as compensation for the Services, Client shall pay 9 Dot an annual fee that is equal to six-point eight five percent (6.85%) of the Client's gross top-line revenue, to be paid by Client monthly equal to 6.85% of funds received each month attributable to earned top line revenue in the month preceding the date of the invoice. For purposes of this Agreement, the "gross top line revenue" of the charter school excludes any funds that, by law or regulation, or by the terms of the applicable funding source, may not be used to pay for 9 Dot's services provided for hereunder. Gross top-line revenue will be calculated monthly based on the Client's reported ADA for that month and reconciled at the P-1 and P-2 certification periods.

4.1.2 During the Term and Renewal Term of this Agreement, 9 Dot will prepare a "true up" statement at the end of each fiscal year (a "True Up Statement"). The True Up Statement shall reconcile the amounts previously paid to 9 Dot and the amount of fees due to 9 Dot based on Client's actual enrollment. Any additional amount owed by Client, or any amount overpaid by Client, shall be paid, or refunded, within sixty (60) calendar days, unless the parties mutually agree in writing to another payment or repayment plan that will be approved in writing by both parties. Any additional amount owed by Client, or any amount overpaid by Client, may be credited, or offset, against fees due later in the Term or Renewal Term upon mutual written agreement of the parties.

4.2 Costs

4.2.1 In addition to Client's payment of the annual fee, Client and 9 Dot may agree for 9 Dot to plan and coordinate board retreats, board study sessions, training and/or other teambuilding, leadership or strategic planning events at a scope and cost mutually agreed upon by the Client and 9 Dot, and Client shall reimburse 9 Dot for 9 Dot's direct "pass-through" costs incurred in connection therewith.

4.2.2 In addition to Client's payment of the annual fee, Client shall reimburse 9 Dot for 9 Dot's direct "pass-through" costs incurred in connection with 9 Dot's performance of those certain services as outlined in Exhibits A-D, including, but not limited to: the costs of Client's insurance premiums, Client's payroll taxes and employee benefit plan contributions owed by Client, printing of Client board meeting materials, and Client board member travel for reasonable business purposes such as attending Client board meetings.

4.2.3 In the event that 9 Dot purchases equipment, materials, supplies, or procures services at

the request of or on behalf of Client (which shall exclude any subcontractor(s) utilized internally by 9 Dot in order to carry out 9 Dot's Services), 9 Dot shall comply with competitive bidding processes approved by the governing board of Client and shall not include any added fees or charges with the cost of equipment, materials, supplies, or services purchased from third parties. Any equipment, materials, or supplies that 9 Dot purchases on behalf of Client shall be and remain the property of Client. For the avoidance of doubt, this Section applies only to tangible goods from third-parties, and third-party services purchased specifically for Client, and does not apply to any 9 Dot Materials, which remain the property of 9 Dot pursuant to Section 3.2.

4.2.4 All reimbursable costs of 9 Dot charged to Client require prior approval from Client, shall be consistent with Client's budget, and shall be itemized on 9 Dot's monthly invoices, with reference to specific dollar amounts and with backup documentation for such costs (e.g., copies of receipts or purchase orders). Client hereby acknowledges and agrees that the Superintendent or their designee of Client's school is authorized to provide such prior approval.

4.3 Recruitment Fees

4.3.1 Client may request in writing for 9 Dot to provide any or all the recruitment services described in Exhibit E for which 9 Dot shall be compensated separately from the annual fee as provided herein:

a. For recruitment of employees for Client's external district summer Intersession school program, Client shall pay 9 Dot a fee of One Thousand Nine Hundred Fifty Dollars ($1,050.00) per employee identified and recruited by 9 Dot and hired by Client for Client's external district summer school program. Client shall pay 9 Dot a fee of seven hundred and ninety-five dollars ($795) per employee identified and recruited by 9 Dot and hired by client for Clients internal summer intersession program. No fee is charged unless and until a suitable candidate is hired by Client and completes an onboarding of the external and internal summer school program employed by Client.

Any recruitment fees charged to Client shall be itemized on separate monthly invoices, with reference to specific dollar amounts, a detailed narrative of the services provided, and backup documentation for such fees (e.g., copies of written request for recruitment services, evidence of Client approval of hiring and salary amounts and/or completion of summer school program). Payment is due within thirty (30) calendar days of Client's receipt of invoice.

ARTICLE 5 LEGAL COMPLIANCE IN PERFORMANCE OF SERVICES

5.1 9 Dot and Client shall comply with all applicable federal and state laws, including, without limitation, laws concerning terms and conditions of employment, including, without limitation employee compensation; and employee welfare, safety, and health, including, without limitation, the requirements of federal law for a drug free workplace. In performing the Services under this Agreement, 9 Dot agrees to comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Education Code section 47604(b), as amended by Assembly Bill 406 (2018), as well as all applicable terms and conditions of the Client's charter.

5.2 Neither 9 Dot nor Client will illegally discriminate against any employee or applicant for employment on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry,

physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations in its recruitment, selection, training, utilization, termination or other employment-related activities or services.

5.3 The parties recognize that it is important that Client be assured that 9 Dot staff always acts with integrity. Client has adopted a conflict-of-interest code under the California Political Reform Act. 9 Dot acknowledges that 9 Dot staff may be required to file annual financial interest disclosures as consultants under that code and abide by the disclosure and disqualification provisions of that Act.

ARTICLE 6 WARRANTIES AND REPRESENTATIONS

6.1 Client represents and warrants to 9 Dot that: (i) it is an organization formed, existing and operating under the laws of the State of California; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with 9 Dot for the Services; (iii) the information, if any, Client has furnished to 9 Dot concerning Client's finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this Agreement; and (iv) the execution, delivery and performance of this Agreement by Client is not a violation or breach of any other agreement between Client and any other person or entity; (v) throughout the Term, all information, records, timekeeping data, payroll inputs, compensation instructions, benefit elections, insurance information, and approvals furnished by Client or any Authorized Client Representative to 9 Dot that are material to the Services shall be complete, accurate, current, and not misleading in any material respect; and (vi) all instructions, approvals, and authorizations delivered by an Authorized Client Representative to 9 Dot shall be deemed duly authorized by Client.

6.2 9 Dot represents and warrants to Client that: (i) it is an organization formed, existing, and operating under the laws of the State of California; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with Client to provide the Services; (iii) the information, if any, 9 Dot has furnished to Client concerning 9 Dot's finances and revenues is accurate and complete and the latest information available at the time of the execution of this Agreement; and (iv) the execution, delivery and performance of this Agreement by 9 Dot is not a violation or breach of any other agreement between 9 Dot and any other person or entity.

ARTICLE 7 INDEMNIFICATION AND INSURANCE AND LIMITATION OF LIABILITY

7. I Indemnification.

7.1.1 9 Dot shall indemnify, hold harmless, and defend Client and its officers, directors, and employees, (a "Client Indemnified Party") against any and all losses, damages, liabilities, deficiencies, claims, actions, judgments, settlements, interest, awards, penalties, fines, costs, or expenses, including reasonable attorneys' fees, that are incurred by a Client Indemnified Party or awarded against a Client Indemnified Party in a final non-appealable judgment, (collectively,

"Losses"), arising out of any third-party claim alleging any bodily injury, death of any person, or damage to real or tangible personal property caused by the negligent or more culpable acts or omissions of 9 Dot. Notwithstanding anything to the contrary in this Agreement, 9 Dot is not obligated to indemnify, hold harmless, or defend a Client Indemnified Party against any claim (whether direct or indirect) if such claim or corresponding Losses arise out of or result from a Client Indemnified Party's negligence or more culpable act or omission.

7.1.2 Client shall indemnify, hold harmless, and defend 9 Dot and its officers, directors, and employees, (a "9 Dot Indemnified Party") against any and all Losses, arising out of any third-party claim alleging any bodily injury, death of any person, or damage to real or tangible personal property caused by the negligent or more culpable acts or omissions of Client. Notwithstanding anything to the contrary in this Agreement, Client is not obligated to indemnify, hold harmless, or defend a 9 Dot Indemnified Party against any claim (whether direct or indirect) if such claim or corresponding Losses arise out of or result from a 9 Dot Indemnified Party's negligence or more culpable act or omission.

7.1.3 Client shall indemnify, defend, and hold harmless 9 Dot and its officers, directors, employees, agents, and subcontractors from and against any and all third-party claims, governmental claims, assessments, audits, penalties, fines, taxes, interest, back-pay awards, liabilities, losses, costs, and expenses, including reasonable attorneys' fees, to the extent arising out of or relating to: (a) inaccurate, incomplete, untimely, or misleading information, records, timekeeping data, or instructions supplied by Client or an Authorized Client Representative; (b) Client's failure to maintain accurate records of hours worked, meal periods, rest periods, overtime, or other wage-and-hour data; (c) Client's staffing, scheduling, off-the-clock work, overtime, break, reimbursement, or wage-and-hour practices; (d) any hiring, discipline, leave, accommodation, compensation, classification, benefits, separation, or termination decision directed, approved, or implemented by Client; (e) insurance selections, coverage decisions, board actions, budgets, expenditures, or reporting positions approved or directed by Client; or (f) Client's reliance on, or failure to follow, the advice of Client's own legal counsel, external auditor, tax professional, insurance broker, or other retained professional, in each case except to the extent finally determined to have resulted from 9 Dot's gross negligence or willful misconduct.

7.2 Insurance.

7.2.1 9 Dot shall maintain customary and reasonable insurance, including, but not limited to, coverage for professional liability for errors or omissions, comprehensive general liability coverage, and automobile liability coverage. 9 Dot shall provide Client evidence of such insurance upon request.

7.2.2 Each party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

7.2.3 While 9 Dot may work with an insurance broker to make recommendations to Client regarding insurance for Client, as described in the Services, Client shall approve in writing all insurance secured for Client and on Client's behalf.

7.3 Limitation of Liability

7.3.1 No Consequential or Indirect Damages. IN NO EVENT SHALL EITHER PARTY BE LIABLE UNDER THIS AGREEMENT TO THE OTHER PARTY FOR CONSEQUENTIAL,

INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, PUNITIVE OR ENHANCED DAMAGES OR LOST PROFITS OR REVENUES, ARISING OUT OF, RELATING TO, OR IN CONNECTION WITH ANY BREACH OF THIS AGREEMENT, REGARDLESS OF (A) WHETHER SUCH DAMAGES WERE FORESEEABLE, (B) WHETHER OR NOT THE INJURED PARTY WAS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND (C) THE LEGAL OR EQUITABLE THEORY (CONTRACT, TORT OR OTHERWISE) UPON WHICH THE CLAIM IS BASED.

7.3.2 Maximum Liability. IN NO EVENT SHALL EITHER PARTY'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT, WHETHER ARISING OUT OF OR RELATED TO BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE) OR OTHERWISE, EXCEED THE TOTAL OF THE AMOUNTS PAID AND AMOUNTS ACCRUED BUT NOT YET PAID TO 9 DOT PURSUANT TO THIS AGREEMENT IN THE ONE YEAR PERIOD PRECEDING THE EVENT GIVING RISE TO THE CLAIM, EXCLUDING THEREFROM LIABILTY FOR DAMAGES CAUSED BY GROSS NEGLIGENCE, FRAUD OR WILLFUL MISCONDUCT.

ARTICLE 8 TERMINATION

8.1 Termination for Cause.

8.1.1 Client may terminate this Agreement for Cause at any time prior to the end of the Term or Renewal Term, in accordance with the procedures set forth herein. For purposes of this Section 8.1.1, "Cause" means: material breach of this Agreement, which may include, but is not limited to, failure of 9 Dot to provide services as required by this Agreement, or any other act or failure to act by 9 Dot. Prior to a termination by Client for Cause, Client shall provide written notice to 9 Dot identifying the material breach and providing 9 Dot a reasonable period to cure. If 9 Dot fails to cure such material breach within a reasonable period, Client may terminate for Cause upon thirty (30) calendar days' notice. A reasonable period for cure under this section shall not be less than thirty (30) calendar days unless lesser time is reasonable under the circumstances. “Cause” shall also include nonrenewal of the Charter for any reason. In the event of nonrenewal of the Charter, this Agreement shall automatically terminate upon the expiration of said renewal period. In the event of non-renewal of the Charter, this Agreement shall expire on the last day of the Charter then in effect. If Client wishes 9 Dot to provide any services after termination, then services shall be performed on an hourly basis at 9 Dot’s then prevailing rates.

8.1.2 9 Dot may terminate this Agreement for Cause prior to the end of the Term or Renewal Term, in accordance with the procedures set forth herein. For the purposes of this Section 8.1.2, "Cause" means: material breach of this Agreement, which may include, but is not limited to, Client's failure to make payments as required by this Agreement. Prior to a termination by 9 Dot for Cause, 9 Dot shall provide written notice to Client identifying the material breach and providing Client thirty (30) calendar days to cure. If Client fails to remedy such material breach within thirty (30) calendar days of receipt of written notice, 9 Dot may terminate for Cause upon sixty (60) days' calendar notice.

8.2 The patties may terminate this Agreement at any time with or without cause upon their mutual written agreement.

8.3 In the event that any enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order materially affects the operation of Client in conformity with this Agreement, including, but not limited to, revocation or expiration of Client's charter to operate the charter school, or otherwise has a material adverse effect on 9 Dot's ability to operate, 9 Dot or Client may elect to deliver written notice to the other of such changes and the resulting consequences. Upon delivery of such notice, the parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the changes in the law. If despite such good faith negotiations, the parties are unable to agree upon an acceptable approach to address the changes in the law, then either party may elect to terminate this Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least one hundred eighty (180) calendar days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances. Among other events, this section applies to actions that may be made by the District, County Office of Education, State Board of Education, California Department of Education and/or the Advisory Commission on Charter Schools.

8.4 Notwithstanding any other provision in this Agreement, each party shall use its good faith best efforts to avoid a termination of this Agreement which becomes effective during the middle of a school year because of the disruption to the educational program and the students.

8.5 In the event of a termination for any reason, the following conditions shall apply:

8.5.1 Client shall be liable to 9 Dot for any undisputed due and unpaid portion of the annual fee and costs for Services performed by 9 Dot until the effective date of termination.

8.5.2 9 Dot shall provide reasonable assistance to Client to transition to another service provider for no more than thirty days. 9 Dot will work and bill Client on a daily basis for such assistance, and Client shall pay 9 Dot concurrently.

8.5.3 As soon as practicable, 9 Dot shall return to Client and/or destroy, as appropriate, all student-related, fiscal, and other Client records maintained by 9 Dot; provided, however, that 9 Dot shall have no obligation to transfer ownership of or surrender any 9 Dot Materials, subject always to its obligations regarding Client Confidential Information and protected student information.

ARTICLE 9 CONFIDENTIAL INFORMATION

9.1 The parties acknowledge and agree that during the Term and Renewal Term, they may have access to certain confidential information of the other party, which may include but is not

limited to, confidential or proprietary business information, software, property rights and data, protectable know-how, trade secrets, customer and vendor lists, supplier and distributor lists, billing practices and procedures, operating manuals and procedures, pricing policies, operational methods, marketing plans or strategies, financial information, budget information and procedures, and each party's intellectual property, configurations, templates, manuals, workflows, reports, forms, methodologies, and protectable know-how, whether or not copyrightable or patentable ("Confidential Information"). A party's Confidential Information does not include any information which: (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; or (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a party from a non-party.

9.2 From and after the commencement of the Term and Renewal Term, each party shall keep secret and retain in strictest confidence and shall not use for the benefit of itself or others, all or any of the Confidential Information of the other party. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to Client under the California Public Records Act, or other similar form of process), the party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the other patty with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the other party to seek a restraining order or other appropriate relief.

9.3 Promptly following the termination or expiration of this Agreement, each party shall immediately deliver to the other party or destroy all Confidential Information of the other party in its possession not required for business records or reasonable business purposes.

9.4 No disclosure of Confidential Information, compliance with public-records laws, or delivery of work product under this Agreement shall transfer ownership of either party's intellectual property except as expressly provided herein.

ARTICLE 10 STUDENT INFORMATION

10.1 9 Dot and Client will each comply with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("FERPA"), federal Children's Online Privacy and Protection Act (15 U.S.C. §§ 6501-6506), and other applicable state and federal laws pertaining to student information and privacy.

10.1.1 To the extent necessary to perform the Services, 9 Dot shall be designated as having a legitimate educational interest in accessing Client's student education records, as that term is defined by and for purposes of FERPA, thereby allowing 9 Dot to access personally identifiable information from student education records from Client in order to provide the Services.

10.1.2 9 Dot shall not use or disclose pupil records received from or on behalf of Client except as necessary to provide the Services, as required by law, or as otherwise authorized in writing by Client. 9 Dot shall protect the pupil records it receives from or on behalf of Client no less rigorously than it protects its own Confidential Information. 9 Dot will designate and train responsible individuals to ensure the security and confidentiality of pupil records. 9 Dot shall develop, implement, maintain and use reasonable administrative, technical and physical security measures to preserve the confidentiality and availability of all electronically transmitted pupil records

received from or on behalf of Client.

l0.1.3 Upon the termination or expiration of this Agreement, protected student information in the possession of 9 Dot shall be returned and/or destroyed.

ARTICLE 11 DISPUTE RESOLUTION PROCEDURE

11.1 In the event that any controversy, claim, or dispute between the parties arises relating to the terms of this Agreement, or the breach thereof, the parties hereby agree to initially attempt to settle such disputes in good faith informally first, then by a non-binding mediation before a single neutral mediator (the "Mediator") administered by J.A.M.S./ENDISPUTE. The Mediator shall be assigned at random by J.A.M.S./ENDISPUTE or as mutually agreed by the parties, and the mediation shall take place within Los Angeles County. Unless otherwise mutually agreed by the parties, the mediation shall conm1ence within forty-five (45) calendar days from the date of the receipt of a written demand for mediation sent by the aggrieved party ("Receipt Date") and shall be concluded no later than sixty (60) calendar days from the Receipt Date. In determining the Receipt Date, the notice provisions of this Agreement shall apply. The administrative costs of conducting the mediation shall be shared equally between the parties.

11.2 If the parties are unable to resolve any dispute regarding relating to the terms of this Agreement, or the breach thereof, informally or through non-binding mediation pursuant to Section 12.1, above, such dispute shall be determined by binding arbitration in accordance with the rules of J.A.M.S./ENDISPUTE. The parties may select any third-party arbitrator, including a retired jurist, or other independent party. Any determination of the arbitrator shall be binding on the parties and may be entered in any court with proper jurisdiction for enforcement thereof. The costs of the arbitrator shall be borne equally by the parties.

ARTICLE 12 EMPLOYEE SCREENINGS

12.1 To the extent required by law and by Client school's charter, 9 Dot shall require its employee(s) performing the Services to clear a criminal background check through Live Scan fingerprinting submitted to the California Department of Justice/ Federal Bureau of Investigation and to provide Client evidence of such screenings immediately upon request. No individual whose screening includes a conviction of any violent or serious felony, sex offense, or controlled substance offense shall be allowed to work at any Client facility. 9 Dot and/or 9 Dot's employee(s) shall be solely responsible for all costs associated with such screenings.

12.2 To the extent required by law and by the school's charter, 9 Dot shall require its employee(s) performing the Services to submit to Client the results of a recent tuberculosis risk assessment and, if necessary, a tuberculosis examination. 9 Dot and/or 9 Dot's employee(s) shall be solely responsible for all costs associated with such risk assessments or examinations.

ARTICLE 13 MISCELLANEOUS

13.1 Standard of Interpretation. Except as otherwise provided herein, the parties shall perform all actions required herein in a reasonable and timely manner.

13.2 Notices. Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if transmitted by email or served personally on the party to whom notice is to be given, or seventy-two (72) hours after mailing by Unites States mail, certified or registered, postage prepaid, addressed to the party to whom notice is to be given, at such party's address set forth

below. A party may change this address by written notice to the other party.

To 9 Dot:
9 Dot Education Solutions, LLC
320 N. Halstead St. Suite 220
Pasadena, CA 91107
Attn: Jamie Donahue

To Client:
Options For Youth- San Gabriel Inc.
16023 Arrow Highway Ste. C Irwindale, CA 91706
Attn: Board President or Chairperson, and Superintendent

13.3 Governing Law and Construction. This Agreement shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Jurisdiction and venue of any dispute arising from this Agreement, including but not limited to performance by either party of the interpretation of its terms, shall be in Los Angeles County. Nothing contained herein shall be construed so as to require the commission of any act contrary to law, and wherever there is any conflict between any provision contained herein and any present or future statute, law, ordinance or regulation contrary to which the parties have no legal right to contract, the latter shall prevail but the provision of this Agreement which is affected shall be construed and limited only to the extent necessary to bring it within the requirements of the law.

13.4 Severability. The provisions of this Agreement are severable, and if any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

13.5 Arm's Length and Independent Counsel. This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the matters dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the parties and this Agreement. Each party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this Entire Agreement.

13.6 This Agreement constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes all other written or oral negotiations, understandings or agreements among the parties with respect to the rights and obligations assumed herein and contains all the covenants and agreements among the parties with respect to such rights and obligations.

13.7 Assignment. Neither this Agreement nor any of the rights, interests or obligations under this Agreement shall be assigned, in whole or in part, by operation of law or otherwise by either party without the prior written consent of the other party.

13.8 Cumulative Remedies. No remedy conferred by any provisions of this Agreement is intended to be exclusive of any other remedy, and each remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. Except as otherwise provided herein, the election of any one or more remedies by any party shall not constitute a waiver of the right to pursue other available remedies.

13.9 Modifications. No amendment, change or modification of this Agreement shall be valid unless in writing, stating that it amends or modifies this Agreement, and signed by both parties hereto.

13.10 Additional Acts. Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances and shall do any and all acts reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties hereto.

13.11 Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13.12 Waiver. The waiver by any party to this Agreement of the breach of any provision of this Agreement shall not be deemed a continuing waiver or a waiver of any subsequent breach, whether of the same or another provision of this Agreement.

13.13 Captions. The captions appearing at the commencement of the paragraphs hereof are descriptive only and for convenience in reference. Should there be any conflict between any such caption and the section at the head of which it appears, the section and not such caption shall control and govern in the construction of this Agreement. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

13.14 Force Majeure. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without unusual expense.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the Effective Date.

"9 Dot"

9 Dot Education Solutions, LLC, a California Limited Liability Company

By:

Title:

Date:

"Client"

Options For Youth- San Gabriel, Inc. a California nonprofit public benefit corporation

By:

Title:

Date:

EXHIBIT A

HUMAN RESOURCES SERVICES

A. Coordinate the search for and presentation of employee benefit program options through school's broker for consideration and approval by Client. Enroll new employees and audit monthly bills for accuracy. Conduct annual open enrollment and benefit cost negation with the health insurance carrier(s) selected by Client. Complete annual testing of Health Plans.

B. Field employee questions and provide Human Resources support as needed.

C. Provide ERP system for Client's employees and leaders to use to interact with 9 Dot.

D. Complete compensation market analysis of all positions at established regular intervals, as well as compensation analysis of new positions as needed, to assure that Client's positions are competitive with the market. Maintain accurate Client-approved compensation ranges for each position. Ensure employee base compensation is within range for their assigned position, unless otherwise directed by Client.

E. Coordinate and put on the annual Employee Recognition Events and Culture Events that foster school culture and promote pride in the workplace while recognizing employees. Pass through cost to schools for school employee participants.

F. Administer all leaves and compliance with leave laws.

G. Coordinate workplace investigations are conducted in compliance with employment law and outsource to employment attorneys as required by law. Coordinate with employees regarding workplace issues, conflict and grievances.

Provide guidance with the support of client's legal counsel to management in addressing employee performance and conduct matters, including coaching, corrective action, disciplinary documentation, and involuntary terminations, in accordance with applicable laws and client policies.

File workers compensation claims and provide claim management.

H. Update employee handbook annually with assistance from Client’s Employment Attorney.

I. Coordinate the search for and presentation of broker and insurance coverage options for consideration and approval by Client's superintendent or governing board. Liaise between Client and broker to assist in applications for all general liability policies that are requested by broker. Coordinate the issuance of certificates of insurance as requested, and otherwise coordinate with the carrier and broker as needed. Coordinate audits for insurance policies as required by insurance carriers. Client will reimburse 9 Dot for any direct "pass-through" insurance costs and expenses.

J. Conduct new hire orientation for employees and onboarding paperwork.

K. Complete pre-employment verification of employment from prior workplace.

L. Verify all certificated staff credentials and send reminders for renewals of expiring credentials. Offer credential advice to staff and act as liaison with California Commission on Teacher Credentialing.

M. Enroll participants in the retirement plan and act as plan administrator for the plan. Client will reimburse 9 Dot for any direct "pass-through" insurance costs and expenses.

N. Create job descriptions for new positions and update existing job descriptions as needed.

O. Coordinate HR compliance with new laws and support human resource paperwork audits with authorizers as requested. Coordinate with the school’s employment attorney as needed.

P. Act as custodian of records for employment paperwork for Client.

Q. Conduct leadership development and HR training, as well as teambuilding events for employee engagement. Pass-through cost as approved by Client for events requested.

R. Review annual reviews for compliance in the HRIS system.

S. Provide onsite human resources field support for Client and staff to answer questions and build relationships.

T. Provide human resources safety and workplace safety training and coordination in conjunction with our risk management services.

U. Provide general human resources administration support as requested by Client.

EXHIBIT B

ACCOUNTING SERVICES

A. Process supplier/ vendor invoices, process payments to suppliers/vendors, and processing of employee expense reports.

B. Proper expense, location, and sub-category allocation and processing of all credit card expense reports.

C. On a monthly basis, assist in revenue calculation and understanding of revenue accrual and recognition specific to Client in accordance with Generally Accepted Accounting Principles (GAAP).

D. Prepare journal entries and posting to the general ledger, as well as review internal and external financial statements.

E. Internally report monthly year-to-date financial statements, monthly re-forecasts, and monthly cash forecasting

F. Externally report financial statements and other information as needed to Client's charter authorizer, the county office of education, the California State Controller's Office, and the California Department of Education.

G. Assist Client with preparing budget assumptions, interim financial reports, draft

budgets and final budgets.

H. Work with Client’s external auditor to ensure accounting records are accurate and complete and prepared in accordance with GAAP in order to complete annual audits.

I. Work with Client's external tax professional in preparing and filing Client's annual tax returns.

J. Provide ad hoc analyses to Client and train Client's employees on accounting policies and procedures such as credit card and employee expense report processes

EXHIBIT C

PAYROLL SERVICES

A. Balance and reconcile payroll data.

B. Process wage deductions for benefits and garnishments.

C. Verify employee data approved by Client in the HRIS System.

D. Maintain payroll records as approved by Client.

E. Deliver payroll checks as approved by Client.

F. Support Client with wage and hour compliance and payroll tax law regulations.

G. Respond to employee inquiries regarding timecards, time off requests, time off accrual and balances, and payroll payments and deductions.

H. Process periodic incentive payments and other ad hoc payments. Additional fees may apply.

I. Verify and pay applicable retroactive pay in conjunction with compensation changes approved by Client.

J. Ensure the timeliness and accuracy of termination checks once approved by Client.

K. Process time off requests and maintain employee time off balances and time off accrual rates.

L. Verify the accuracy of the depositing and reporting of payroll taxes to federal, state, and local agencies, in conjunction with an outside payroll tax services provider.

M. Provide internal reporting, analysis, and communications to Client.

N. Fulfill requests for payroll data to authorized external agencies, regarding federal and state taxes, verification of employment, and information for internal and external audits, including annual payroll audits, retirement plan audits and annual workers' compensation audits.

EXHIBIT D

CORPORATE SECRETARIAL SERVICES

A. Coordinate board training to meet Client's charter requirements.

B. Maintain a working knowledge of state-specific charter school laws and open meeting laws to comply with public notice requirements, reporting requirements, and quorum requirements.

C. Assist with the drafting of board member biographies for a variety of purposes.

D. Attend Client's board meetings and prepare minutes pass-through cost to client.

E. Assist Client's corporate secretary by maintaining records of board actions generated through board meetings such as approved minutes and signed board resolutions.

F. Coordinate signatures on all documents, contracts, minutes, and board resolutions that require board member signatures.

G. Work with Client to clarify the Client's specific corporate compliance, secretarial and board training needs for short-term and long-term success.

H. Coordinate all board meetings, invite participants, reserve space and conference lines, and confirm board member and staff attendance.

I. Generate board meeting agendas in line with the Client's operational requirements and client approvals.

J. Compile and create board package materials and ensure that the board packages fulfill board member requests and concerns. Client will reimburse 9 Dot for additional cost and expenses associated with the printing of board meeting materials and minutes, if any.

K. Coordinate travel arrangements, itineraries, meetings and events for the board members and associated Client leadership as needed. Client will reimburse 9 Dot for any direct "pass through" costs and expenses associated with board member participation travel and printing of Client board meeting materials. Any such reimbursements shall be reasonable and limited to the board member's actual and necessary expenses in accordance with Client's bylaws and/or applicable laws.

EXHIBIT E

RECRUITMENT SERVICES

A. Connect with clients to discuss open vacancies and staffing needs.

B. Advertise jobs and maintain job boards.

C. Search for and engage with passive candidates.

D. Build relationships with colleges and universities.

E. Attend career fairs and recruitment events.

F. Pre-screen candidates and present qualified candidates to the Client for an interview

G. Verify that candidates hold the required credentials or permits, if applicable.

H. Notify candidates who were not selected for the position.

EXHIBIT F

PURCHASING SERVICES

A. Support Client with administration and fulfillment of purchasing orders

B. Submission and processing of purchase orders

C. Liaise and coordinate with vendors regarding order status, shipping, and invoicing

D. Maintain purchasing records and audit trails

E. Conduct routine audits

F. Provide quarterly spending analysis to Client leadership

G. Maintain purchasing catalogs and edit upon Client request

H. Onboard new vendors selected by Client

C.4 OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc.

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

May 2026

Agenda Item: OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc.

Purpose: The Board will review and consider the approval of the OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc.

Contract Term:

- Agreement effective July 1, 2026 through June 30, 2036, with standard renewal provisions if conditions are met
- Termination for cause, including material breach or nonrenewal of the charter

Fiscal Impact:

- 1% fee reductions from 5.85% to 5%
- Estimated annual savings: $11,034
- Estimated total savings: $110,340

Attachments:

- Exhibit A: Basic Services Package
- Exhibit B: Consulting & Extracurricular Services
- Exhibit C: Launch Your Learning Applications ("LYLA")

Superintendent Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc.

SERVICES AGREEMENT BETWEEN SKYROCKET, INC. AND

OPTIONS FOR YOUTH-SAN GABRIEL, INC.

This SERVICES AGREEMENT ("Agreement") is made and entered into and effective as of 7/1/2026 (the "Effective Date"), by and between Skyrocket, Inc., a California Corporation ("Skyrocket"), and Options for Youth-San Gabriel, Inc., a California nonprofit public benefit corporation ("Client") with reference to the following:

RECITALS

A. WHEREAS, Skyrocket is a provider of educational services specializing in student programs, curriculum and charter school consulting.

B. WHEREAS, Client operates a public charter school serving predominantly at-risk students pursuant to a charter petition authorized by the San Gabriel Unified School District ("District").

C. WHEREAS, Client desires to contract with Skyrocket, including student programs, curriculum and charter school consulting, and Skyrocket desires to provide such services to Client, subject to the terms and conditions herein.

D. WHEREAS, the parties acknowledge and intend that the terms of this Agreement shall at all times be construed in light of the terms of the charter petition approved by the District, that this Agreement constitutes a public record of Client, and that this Agreement provides for Skyrocket to deliver task-related services that are performed at the direction of the governing board of Client and for which the governing board of Client retains ultimate decision-making authority.

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE 1 RELATIONSHIP OF THE PARTIES

1.1 Independent Contractor.

1.1.1 The parties agree that the relationship between Skyrocket and Client created by this Agreement is that of an independent contractor and not a partnership, joint venture, charter school operator, or employer-employee relationship.

1.1.2 All Skyrocket employees providing services to Client shall be and remain employed by Skyrocket and shall always be subject to the direction, supervision, and control of Skyrocket. All Client employees shall be and remain employed by Client and shall always be subject to the direction, supervision, and control of Client. Client will be solely and entirely responsible for its acts and for the acts of its agents, employees, representatives, and subcontractors during the entire Term of this Agreement. Skyrocket will be solely and entirely responsible for its acts and for the acts of its agents, employees, representatives, and subcontractors during the entire Term of this Agreement. Client shall not have any right to terminate the employment of any Skyrocket

employee providing services to the Client. Skyrocket shall not have any right to employ, supervise, dismiss, or otherwise terminate the employment of any Client employee.

1.1.3 The parties understand and agree that Skyrocket lacks the authority to bind Client contractually, conduct business on Client's behalf, or incur any obligations on behalf of Client, except as otherwise provided in the Services. Specifically, Skyrocket agrees not to represent any employees of Skyrocket as employees of Client in any capacity, including, but not limited to, when interacting with Client's students, parents of students, vendors, employees, or the District.

1.1.4 Skyrocket warrants that Skyrocket is engaged in an independent and bona fide business operation, markets itself as such, is in possession of a valid business license/insurance when required, and is providing similar services as provided herein to others.

1.1.5 Skyrocket shall have full and sole legal control over and responsibility for payment of all compensation and benefits to its employees, as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, and social security tax withholding and contributions. Skyrocket and its employees are not entitled to receive from Client any vacation pay, sick leave, retirement benefits, Social Security, workers' compensation, disability benefits, unemployment benefits, or any other employee benefit of any kind.

1.1.6 Skyrocket shall perform its duties in good faith, in a manner it reasonably believes to be in the best interests of Client, with such care as an ordinarily prudent person in a like position would use under similar circumstances, and in exchange for reasonable compensation as set forth herein.

1.1.7 Skyrocket is not obligated to devote all of its time or business efforts to the affairs of the Client. Skyrocket shall devote the time, effort, and skill reasonably necessary for the provision of the Services specified by this Agreement.

1.1.8 To the maximum extent allowable by law, Skyrocket agrees to hold harmless, indemnify, and defend Client from any third-party claim, demand, assessment, penalty, fine, tax, interest, or proceeding, including reasonable attorneys' fees and costs, to the extent arising solely out of Skyrocket's failure to satisfy its obligations under Section 1.1.5 with respect to Skyrocket's own employees.

1.2 Relationship and Scope of Authority.

1.2.1 Under this Agreement, and contingent on Skyrocket's receipt of accurate, complete, and timely information from Client, Skyrocket will deliver task-related services that are performed at the direction of the governing board of Client and for which the governing board of Client retains ultimate decision-making authority. The governing board of Client shall always retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing operation of the charter school. The governing board of Client, and not Skyrocket, has fiduciary responsibility for the charter school. Client shall designate in writing those officers, employees, and representatives authorized to provide instructions, approvals, data, and records to Skyrocket on Client's behalf ("Authorized Client Representatives"). Skyrocket shall be entitled to rely on instructions, approvals, consents, information, and records provided by an Authorized Client Representative, and shall have no liability for acting in reliance thereon unless Skyrocket has actual knowledge that such person lacks authority or that such information is materially

inaccurate.

1.2.2 Skyrocket may hire and use its own legal counsel for Skyrocket operations, paid for by Skyrocket, in Skyrocket's sole discretion. While Skyrocket may make recommendations to the governing board of Client regarding any arrangements for legal services for Client related to the services Skyrocket provides, Client and its governing board shall hire legal counsel for Client directly as Client may deem appropriate and necessary.

1.2.3 Nothing in this Agreement shall be construed in any way to limit the authority of the District or any other regulatory body, including, but not limited to, the authority of the District as the authorizer of Client's charter pursuant to applicable law.

1.3 Cooperation.

1.3.1 Client shall make available to Skyrocket complete, accurate, current, and timely data, files, documents, approvals, and other information and records necessary or appropriate for Skyrocket to provide the Services under this Agreement. Client staff, and the governing board of Client as necessary, shall work closely and cooperatively with Skyrocket to facilitate Skyrocket’s effective performance and delivery of the Services. Except to the extent expressly set forth in the Services, Skyrocket shall have no obligation to independently audit, verify, or investigate the accuracy or completeness of information supplied by Client or its Authorized Client Representatives.

1.3.2 Skyrocket acknowledges and understands that Client complies with the California Public Records Act, Ralph M. Brown Act, Political Reform Act, and other governmental transparency laws as applicable to Client. Skyrocket agrees to assist Client in Client’s compliance with these laws to the extent such laws intersect with the Services, and Skyrocket shall make all Client records physically or electronically available to Client, upon Client’s request, at the Client’s physical location or as otherwise requested by Client; provided, however, that nothing in this Agreement requires Skyrocket to disclose, assign, or transfer ownership of any Skyrocket Materials, except to the extent incorporated into Deliverables licensed to Client pursuant to Section 3.2. The finance and other Client records of Client maintained by Skyrocket shall be made available to Client’s independent auditor upon request, but such access shall not extend to Skyrocket’s proprietary methodologies, internal templates, software tools, generalized know-how, or other Skyrocket Materials except to the extent reasonably necessary to review Client’s books and records, provided, however, that nothing in this Agreement shall require Skyrocket to assign or transfer ownership of any Skyrocket Materials, except to the extent incorporated into work product licensed to Client under Section 3.2.

1.3.3 Client acknowledges and understands that Skyrocket relies on Client to provide accurate, timely, and verifiable information related to educational programs and administrative services, including but not limited to Accountability, Assessment, and Local Control and Accountability Plan (LCAP) information. Client shall maintain accurate records and documentation necessary to support these services, to the extent required by applicable laws and regulations, and shall be solely responsible for the accuracy, completeness, and oversight of all data, reports, and submissions. Client shall also be solely responsible for programmatic decisions, implementation, and compliance with all applicable requirements. Client shall further be responsible for communicating to Skyrocket accurate and timely information, including updates or changes to data, reports, or documentation, in sufficient time to support required reporting, analysis, and

administrative processes.

ARTICLE 2 TERM

2.1 The Term (“Term”) of this Agreement shall expire 6/30/2036 (the “Termination Date”) unless earlier terminated pursuant to this Agreement. Notwithstanding the foregoing, upon the Termination Date, this Agreement shall automatically renew for an additional two (2) year term (the “Renewal Term”) if all the following conditions are met as of the Termination Date:

a. Client’s current charter is renewed for an additional five (5) year term; and,

b. No Notices of Material Breach have been issued by Client during the Term.

ARTICLE 3 SERVICES TO BE PROVIDED BY SKYROCKET

3.1 During the Term and Renewal Term, Skyrocket will provide to Client the services, including the staff necessary to provide the services, described in Exhibit A – Basic Services Package, Exhibit B – Consulting & Extracurricular Services, Exhibit C – Launch Your Learning Applications (LYLA)™, (collectively, the "Services"), which exhibits are incorporated by reference into this Agreement. Skyrocket may develop new offerings during the Term, or modify existing "Consulting and Extracurricular” services, including pricing, and if so, shall provide Client with a new Exhibit B - Consulting and Extracurricular Services containing the new offerings with 30 days written notice to Client prior to such expanded or changed services and/or pricing becoming effective. The parties may mutually agree to modify the Services at any time by amending the exhibits in writing; provided, however, the annual fee shall remain the same and Skyrocket will continue to only perform task-related services at the direction of the governing board of the Client and for which the governing board of Client retains ultimate decision-making authority. Skyrocket's Services shall not include: (i) employing, supervising, or dismissing certificated or noncertificated employees of Client charter school; (ii) managing Client charter school's day-to-day operations as its administrative manager; (iii) nominating, appointing, or removing Client charter school's governing board members or officers; (iv) approving, denying, or managing Client charter school's budget or any expenditures that are not authorized by Client's governing board; or (v) providing services to Client's charter school before the governing board has approved the contract for those services at a publicly noticed meeting.

3.2 Ownership of Materials; License. As between the parties, Client owns all Client data, records, student information, employee information, financial information, and client-specific operational records and documents created for Client in the course of the Services (“Client Materials”). As between the parties, Skyrocket owns all Curriculum Software, Applications, templates, workflows, manuals, training materials, software, software configurations, reporting formats, tools, methodologies, processes, generalized know-how, and other proprietary materials developed by Skyrocket independently of Client-specific information or incorporated by Skyrocket into the Services as part of its generally applicable service platform or methods (“Skyrocket Materials”). No ownership rights in any Skyrocket Materials are transferred to Client under this Agreement. To the extent any Skyrocket Materials are incorporated into any reports, board packages, analyses, schedules, forms, payroll outputs, or other work product provided to Client under the Services, Skyrocket grants Client a non-exclusive, non-transferable license to use such Skyrocket Materials solely as incorporated in such work product for Client’s internal operations.

ARTICLE 4 SKYROCKET COMPENSATION

4.1 Annual Fee

4.1.1 During the Term and the Renewal Term, as compensation for the Services, except for costs, Launch Your Learning Applications (LYLA)™ and Consulting & Extracurricular services charged separately as provided in Section 4.2, 4.3, or 4.4 herein, Client shall pay Skyrocket an annual fee that is equal to five and zero hundredths percent (5.00%) of the Client's gross top-line revenue, to be paid by Client monthly equal to 5% of funds received each month attributable to earned top line revenue in the month preceding the date of the invoice. For purposes of this Agreement, the "gross top line revenue" of the charter school excludes any funds that, by law or regulation, or by the terms of the applicable funding source, may not be used to pay for Skyrocket's services provided for hereunder. Gross Top-line revenue will be calculated monthly based on the Client's reported ADA for that month and Gross top-line revenue for the remainder of the year will be calculated based on Client provided projections. It will be reconciled during the P-1 and P-2 certification periods

4.1.2 During the Term and Renewal Term of this Agreement, Skyrocket will prepare a "true up" statement at the end of each fiscal year (a "True Up Statement"). The True Up Statement shall reconcile the amounts previously paid to Skyrocket and the amount of fees due to Skyrocket based on Client's actual enrollment. Any additional amount owed by Client, or any amount overpaid by Client, shall be paid, or refunded, within sixty (60) calendar days, unless the parties mutually agree in writing to another payment or repayment plan that will be approved in writing by both parties. Any additional amount owed by Client, or any amount overpaid by Client, may be credited, or offset, against fees due later in the Term or Renewal Term upon mutual written agreement of the parties.

4.2 Costs

4.2.1 In addition to Client's payment of the annual fee, Client and Skyrocket may agree for Skyrocket to plan and coordinate additional instructional and operational support programs and services to Clients, beyond the services listed in Exhibit A-C at a scope and cost mutually agreed upon by the Client and Skyrocket, and Client shall reimburse Skyrocket for Skyrocket's direct "pass-through" costs incurred in connection therewith.

4.2.2 In addition to Client's payment of the annual fee, Client shall reimburse Skyrocket for Skyrocket's direct "pass-through" costs incurred in connection with Skyrocket's performance of those certain services as outlined in Exhibits A-C, including, but not limited to: postage and shipping fees, materials, and student program supplies, diplomas and transcripts.

4.2.3 In the event that Skyrocket purchases equipment, materials, supplies, or procures services at the request of or on behalf of Client (which shall exclude any subcontractor(s) utilized internally by Skyrocket in order to carry out Skyrocket's Services), Skyrocket shall comply with competitive bidding processes approved by the governing board of Client and shall not include any added fees or charges with the cost of equipment, materials, supplies, or services purchased from third parties. Any equipment, materials, or supplies that Skyrocket purchases on behalf of Client shall be and remain the property of Client. For the avoidance of doubt, this Section applies only to tangible goods from third-parties, and third-party services purchased specifically for Client, and does not apply to any Skyrocket Materials, which remain

the property of Skyrocket pursuant to Section 3.2.

4.2.4 All reimbursable costs of Skyrocket charged to Client require prior approval from Client, shall be consistent with Client's budget, and shall be itemized on Skyrocket's monthly invoices, with reference to specific dollar amounts and with backup documentation for such costs (e.g., copies of receipts or purchase orders). Client hereby acknowledges and agrees that the Superintendent or their designee of Client's school is authorized to provide such prior approval.

4.3 Consulting & Extracurricular Fees

4.3.1 Client may request in writing for Skyrocket to provide any or all the Consulting & Extracurricular services described in Exhibit B for which Skyrocket shall be compensated separately from the annual fee

Any Consulting and Extracurricular fees charged to Client shall be itemized on a separate invoice, including specific dollar amounts, a detailed description of the services provided, and any supporting documentation (e.g., approved requests or signed scopes of work). Services may be provided either on a project basis or as requested. For project-based services, fees, scope, and payment terms shall be outlined in a written quote or scope of work signed by the Client prior to the commencement of services. Payment terms may vary based on the nature of the services and may include payment in advance, upon completion, or according to an agreed-upon schedule. Unless otherwise specified in the applicable quote or scope of work, payment is due within thirty (30) calendar days of Client’s receipt of invoice

4.4 Launch Your Learning Applications (LYLA)™ Fees

4.4.1 In addition to the annual fee, Client shall pay Skyrocket a LYLA Fee during the Term and Renewal Term, as follows:

- Twenty-Seven dollars per student served, per month ($27/student served/month) for the Term and Renewal Terms;

The LYLA Fee shall remain unchanged for a period of one (1) year following the Effective Date of this Agreement. Commencing on the first (1st) anniversary of the Effective Date, the LYLA Fee shall automatically increase by one dollar and zero cents ($1.00), and shall increase by one dollar and zero cents ($1.00) on each subsequent anniversary thereafter, including during any Renewal Term(s), unless otherwise agreed to in writing by the Parties.

4.4.2 Intellectual Property Rights in LYLA. Client shall have the right to access Skyrocket's proprietary Launch Your Learning Applications (LYLA)™ curriculum and shall pay Skyrocket a fee as set forth in Section 4.4.1 (the "LYLA Fee"). The LYLA Fee shall provide Client with a complete suite of services ensuring the Skyrocket curriculum works within the school's SIS and reports accordingly, coordinates and facilitates student planning guides, specific state certifications, and trainings of those herein. The LYLA Fee shall only provide a limited license for use of the curriculum provided ("Copyrighted Materials") and only grants Client with a non-exclusive, non-transferable, limited license to access and use the Copyrighted Materials solely for use by Client's students and only while Client remains in good standing during the Term of the Agreement. Upon termination of the license, Client must cease all use of the Copyrighted Materials and destroy all copies, full or partial, of the Copyrighted Materials in their possession or control. Client may not: (1) sublicense, sell, rent, lease, transfer, assign, or otherwise

distribute the Copyrighted Materials or any rights granted under this Agreement to any other party; (2) use the Copyrighted Materials for any public performance or broadcast; or (3) modify, translate, adapt, or create derivative works from the Copyrighted Materials without prior written consent from Skyrocket. Client acknowledges that the Copyrighted Materials are protected by copyright and possibly other intellectual property laws, and that all rights, title, and interest in and to the Copyrighted Materials, including any modifications or derivatives thereof, remains with Skyrocket or its licensors at all times

ARTICLE 5 LEGAL COMPLIANCE IN PERFORMANCE OF SERVICES

5.1 Skyrocket and Client shall comply with all applicable federal and state laws, including, without limitation, laws concerning terms and conditions of employment, including, without limitation employee compensation; and employee welfare, safety, and health, including, without limitation, the requirements of federal law for a drug free workplace. In performing the Services under this Agreement, Skyrocket agrees to comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Education Code section 47604(b), as amended by Assembly Bill 406 (2018), as well as all applicable terms and conditions of the Client's charter.

5.2 Neither Skyrocket nor Client will illegally discriminate against any employee or applicant for employment on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations in its recruitment, selection, training, utilization, termination or other employment-related activities or services.

5.3 The parties recognize that it is important that Client be assured that Skyrocket staff always acts with integrity. Client has adopted a conflict-of-interest code under the California Political Reform Act. Skyrocket acknowledges that Skyrocket staff may be required to file annual financial interest disclosures as consultants under that code and abide by the disclosure and disqualification provisions of that Act.

ARTICLE 6 WARRANTIES AND REPRESENTATIONS

6.1 Client represents and warrants to Skyrocket that: (i) it is an organization formed, existing and operating under the laws of the State of California; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with Skyrocket for the Services; (iii) the information, if any, Client has furnished to Skyrocket concerning Client's finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this Agreement; and

(iv) the execution, delivery and performance of this Agreement by Client is not a violation or breach of any other agreement between Client and any other person or entity; (v) throughout the Term, all information, records, data, reports, submissions, and approvals furnished by Client or any Authorized Client Representative to Skyrocket that are material to the Services shall be complete, accurate, current, and not misleading in any material respect; and (vi) all instructions, approvals, and authorizations delivered by an Authorized Client Representative to Skyrocket shall be deemed duly authorized by Client.

6.2 Skyrocket represents and warrants to Client that: (i) it is an organization formed, existing, and operating under the laws of the State of California; (ii) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with Client to provide the Services; (iii) the information, if any, Skyrocket has furnished to Client concerning Skyrocket's finances and revenues is accurate and complete and the latest information available at the time of the execution of this Agreement; and (iv) the execution, delivery and performance of this Agreement by Skyrocket is not a violation or breach of any other agreement between Skyrocket and any other person or entity.

ARTICLE 7 INDEMNIFICATION AND INSURANCE AND LIMITATION OF LIABILITY

7.1 Indemnification.

7.1.1 Skyrocket shall indemnify, hold harmless, and defend Client and its officers, directors, and employees, (a "Client Indemnified Party") against any and all losses, damages, liabilities, deficiencies, claims, actions, judgments, settlements, interest, awards, penalties, fines, costs, or expenses, including reasonable attorneys' fees, that are incurred by a Client Indemnified Party or awarded against a Client Indemnified Party in a final non-appealable judgment, (collectively, "Losses"), arising out of any third-party claim alleging any bodily injury, death of any person, or damage to real or tangible personal property caused by the negligent or more culpable acts or omissions of Skyrocket. Notwithstanding anything to the contrary in this Agreement, Skyrocket is not obligated to indemnify, hold harmless, or defend a Client Indemnified Party against any claim (whether direct or indirect) if such claim or corresponding Losses arise out of or result from a Client Indemnified Party's negligence or more culpable act or omission.

7.1.2 Client shall indemnify, hold harmless, and defend Skyrocket and its officers, directors, and employees, (a "Skyrocket Indemnified Party") against any and all Losses, arising out of any third- party claim alleging any bodily injury, death of any person, or damage to real or tangible personal property caused by the negligent or more culpable acts or omissions of Client. Notwithstanding anything to the contrary in this Agreement, Client is not obligated to indemnify, hold harmless, or defend a Skyrocket Indemnified Party against any claim (whether direct or indirect) if such claim or corresponding Losses arise out of or result from a Skyrocket Indemnified Party's negligence or more culpable act or omission.

7.1.3 Client shall indemnify, defend, and hold harmless Skyrocket and its officers, directors, employees, agents, and subcontractors from and against any and all third-party claims, governmental claims, assessments, audits, penalties, fines, taxes, interest, back-pay awards, liabilities, losses, costs, and expenses, including reasonable attorneys’ fees, to the extent arising out of or relating to: (a) inaccurate, incomplete, untimely, or misleading information, records, data, reports, submissions, or instructions supplied by Client or an Authorized Client Representative;(b) Client’s failure to maintain accurate records and documentation required for its educational program reporting obligations, and compliance requirements; (d) any hiring,

discipline, leave, accommodation, compensation, classification, benefits, separation, or termination decision directed, approved, or implemented by Client; (e) insurance selections, coverage decisions, board actions, budgets, expenditures, or reporting positions approved or directed by Client; or
(f) Client's reliance on, or failure to follow, the advice of Client's own legal counsel, external auditor, tax professional, insurance broker, or other retained professional, in each case except to the extent finally determined to have resulted from Skyrocket's gross negligence or willful misconduct.

7.2 Insurance.

7.2.1 Skyrocket shall maintain customary and reasonable insurance, including, but not limited to, coverage for professional liability for errors or omissions, comprehensive general liability coverage, and automobile liability coverage. Skyrocket shall provide Client evidence of such insurance upon request.

7.2.2 Each party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

7.3 Limitation of Liability

7.3.1 No Consequential or Indirect Damages. IN NO EVENT SHALL EITHER PARTY BE LIABLE UNDER THIS AGREEMENT TO THE OTHER PARTY FOR CONSEQUENTIAL, INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, PUNITIVE OR ENHANCED DAMAGES OR LOST PROFITS OR REVENUES, ARISING OUT OF, RELATING TO, OR IN CONNECTION WITH ANY BREACH OF THIS AGREEMENT, REGARDLESS OF (A) WHETHER SUCH DAMAGES WERE FORESEEABLE, (B) WHETHER OR NOT THE INJURED PARTY WAS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND (C) THE LEGAL OR EQUITABLE THEORY (CONTRACT, TORT OR OTHERWISE) UPON WHICH THE CLAIM IS BASED.

7.3.2 Maximum Liability. IN NO EVENT SHALL EITHER PARTY'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT, WHETHER ARISING OUT OF OR RELATED TO BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE) OR OTHERWISE, EXCEED THE TOTAL OF THE AMOUNTS PAID AND AMOUNTS ACCRUED BUT NOT YET PAID TO SKYROCKET PURSUANT TO THIS AGREEMENT IN THE ONE YEAR PERIOD PRECEDING THE EVENT GIVING RISE TO THE CLAIM, EXCLUDING THEREFROM LIABILITY FOR DAMAGES CAUSED BY GROSS NEGLIGENCE, FRAUD OR WILLFUL MISCONDUCT.

ARTICLE 8 TERMINATION

8.1 Termination for Cause.

8.1.1 Client may terminate this Agreement for Cause at any time prior to the end of the Term or Renewal Term, in accordance with the procedures set forth herein. For purposes of this Section 8.1.1, "Cause" means: material breach of this Agreement, which may include, but is not limited to, failure of Skyrocket to provide services as required by this Agreement, or any other act or failure to act by Skyrocket. Prior to a termination by Client for Cause, Client shall provide written notice to Skyrocket identifying the material breach and providing Skyrocket a reasonable period to cure. If Skyrocket fails to cure such material breach within a reasonable

period, Client may terminate for Cause upon thirty (30) calendar days' notice. A reasonable period for cure under this section shall not be less than thirty (30) calendar days unless lesser time is reasonable under the circumstances. “Cause” shall also include nonrenewal of the Charter for any reason. In the event of nonrenewal of the Charter, this Agreement shall automatically terminate upon the expiration of said renewal period. In the event of non-renewal of the Charter, this Agreement shall expire on the last day of the Charter then in effect. If Client wishes Skyrocket to provide any services after termination, then services shall be performed on an hourly basis at Skyrocket’s prevailing rates.

8.1.2 Skyrocket may terminate this Agreement for Cause prior to the end of the Term or Renewal Term, in accordance with the procedures set forth herein. For the purposes of this Section 8.1.2, "Cause" means: material breach of this Agreement, which may include, but is not limited to, Client's failure to make payments as required by this Agreement. Prior to a termination by Skyrocket for Cause, Skyrocket shall provide written notice to Client identifying the material breach and providing Client thirty (30) calendar days to cure. If Client fails to remedy such material breach within thirty (30) calendar days of receipt of written notice, Skyrocket may terminate for Cause upon sixty (60) days' calendar notice.

8.2 The parties may terminate this Agreement at any time with or without cause upon their mutual written agreement.

8.3 In the event that any enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order materially affects the operation of Client in conformity with this Agreement, including, but not limited to, revocation or expiration of Client's charter to operate the charter school, or otherwise has a material adverse effect on Skyrocket's ability to operate, Skyrocket or Client may elect to deliver written notice to the other of such changes and the resulting consequences. Upon delivery of such notice, the parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the changes in the law. If despite such good faith negotiations, the parties are unable to agree upon an acceptable approach to address the changes in the law, then either party may elect to terminate this Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least one hundred eighty (180) calendar days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances. Among other events, this section applies to actions that may be made by the District, County Office of Education, State Board of Education, California Department of Education and/or the Advisory Commission on Charter Schools.

8.4 Notwithstanding any other provision in this Agreement, each party shall use its good faith best efforts to avoid a termination of this Agreement which becomes effective during the middle of a school year because of the disruption to the educational program and the students.

8.5 In the event of a termination for any reason, the following conditions shall apply:

8.5.1 Client shall be liable to Skyrocket for any undisputed due and unpaid portion of the annual fee and costs for Services performed by Skyrocket until the effective date of termination.

8.5.2 Skyrocket shall provide reasonable assistance to Client to transition to another service provider for no more than thirty days. Skyrocket will work and bill Client on a daily basis for such assistance, and Client shall pay Skyrocket concurrently.

8.5.3 As soon as practicable, Skyrocket shall return to Client and/or destroy, as appropriate, all student-related, fiscal, and other Client records maintained by Skyrocket; provided, however, that Skyrocket shall have no obligation to transfer ownership of or surrender any Skyrocket Materials, subject always to its obligations regarding Client Confidential Information and protected student information.

ARTICLE 9 CONFIDENTIAL INFORMATION

9.1 The parties acknowledge and agree that during the Term and Renewal Term, they may have access to certain confidential information of the other party, which may include but is not limited to, confidential or proprietary business information, software, property rights and data, protectable know-how, trade secrets, customer and vendor lists, supplier and distributor lists, billing practices and procedures, operating manuals and procedures, pricing policies, operational methods, marketing plans or strategies, financial information, budget information and procedures, and each party's intellectual property, configurations, templates, manuals, workflows, reports, forms, methodologies, and protectable know-how, whether or not copyrightable or patentable ("Confidential Information"). A party's Confidential Information does not include any information which: (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; or (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a party from a non-party.

9.2 From and after the commencement of the Term and Renewal Term, each party shall keep secret and retain in strictest confidence and shall not use for the benefit of itself or others, all or any of the Confidential Information of the other party. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to Client under the California Public Records Act, or other similar form of process), the party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the other party with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the other party to seek a restraining order or other appropriate relief.

9.3 Promptly following the termination or expiration of this Agreement, each party shall immediately deliver to the other party or destroy all Confidential Information of the other party in its possession not required for business records or reasonable business purposes.

9.4 No disclosure of Confidential Information, compliance with public-records laws, or delivery of work product under this Agreement shall transfer ownership of either party's intellectual property except as expressly provided herein.

ARTICLE 10 STUDENT INFORMATION

10.1 Skyrocket and Client will each comply with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("FERPA"), federal Children's Online Privacy and Protection Act (15 U.S.C. §§ 6501-6506), and other applicable state and federal laws pertaining to student information and privacy.

10.1.1 To the extent necessary to perform the Services, Skyrocket shall be designated as having a legitimate educational interest in accessing Client's student education records, as that term is

defined by and for purposes of FERPA, thereby allowing Skyrocket to access personally identifiable information from student education records from Client in order to provide the Services.

10.1.2 Skyrocket shall not use or disclose pupil records received from or on behalf of Client except as necessary to provide the Services, as required by law, or as otherwise authorized in writing by Client. Skyrocket shall protect the pupil records it receives from or on behalf of Client no less rigorously than it protects its own Confidential Information. Skyrocket will designate and train responsible individuals to ensure the security and confidentiality of pupil records. Skyrocket shall develop, implement, maintain and use reasonable administrative, technical and physical security measures to preserve the confidentiality and availability of all electronically transmitted pupil records received from or on behalf of Client.

l0.1.3 Upon the termination or expiration of this Agreement, protected student information in the possession of Skyrocket shall be returned and/or destroyed.

ARTICLE 11 DISPUTE RESOLUTION PROCEDURE

11.1 In the event that any controversy, claim, or dispute between the parties arises relating to the terms of this Agreement, or the breach thereof, the parties hereby agree to initially attempt to settle such disputes in good faith informally first, then by a non-binding mediation before a single neutral mediator (the "Mediator") administered by J.A.M.S./ENDISPUTE. The Mediator shall be assigned at random by J.A.M.S./ENDISPUTE or as mutually agreed by the parties, and the mediation shall take place within Los Angeles County. Unless otherwise mutually agreed by the parties, the mediation shall commence within forty-five (45) calendar days from the date of the receipt of a written demand for mediation sent by the aggrieved party ("Receipt Date") and shall be concluded no later than sixty (60) calendar days from the Receipt Date. In determining the Receipt Date, the notice provisions of this Agreement shall apply. The administrative costs of conducting the mediation shall be shared equally between the parties.

11.2 If the parties are unable to resolve any dispute regarding relating to the terms of this Agreement, or the breach thereof, informally or through non-binding mediation pursuant to Section 12.1, above, such dispute shall be determined by binding arbitration in accordance with the rules of J.A.M.S./ENDISPUTE. The parties may select any third-party arbitrator, including a retired jurist, or other independent party. Any determination of the arbitrator shall be binding on the parties and may be entered in any court with proper jurisdiction for enforcement thereof. The costs of the arbitrator shall be borne equally by the parties.

ARTICLE 12 EMPLOYEE SCREENINGS

12.1 To the extent required by law and by Client school's charter, Skyrocket shall require its employee(s) performing the Services to clear a criminal background check through Live Scan fingerprinting submitted to the California Department of Justice/ Federal Bureau of Investigation and to provide Client evidence of such screenings immediately upon request. No individual whose screening includes a conviction of any violent or serious felony, sex offense, or controlled substance offense shall be allowed to work at any Client facility. Skyrocket and/or Skyrocket's employee(s) shall be solely responsible for all costs associated with such screenings.

12.2 To the extent required by law and by the school's charter, Skyrocket shall require its employee(s) performing the Services to submit to Client the results of a recent tuberculosis risk assessment and, if necessary, a tuberculosis examination. Skyrocket and/or Skyrocket's

employee(s) shall be solely responsible for all costs associated with such risk assessments or examinations.

ARTICLE 13 MISCELLANEOUS

13.1 Standard of Interpretation. Except as otherwise provided herein, the parties shall perform all actions required herein in a reasonable and timely manner.

13.2 Notices. Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if transmitted by email or served personally on the party to whom notice is to be given, or seventy-two (72) hours after mailing by United States mail, certified or registered, postage prepaid, addressed to the party to whom notice is to be given, at such party's address set forth below. A party may change this address by written notice to the other party.

To Skyrocket:
Skyrocket, Inc.
320 N. Halstead St. Suite 220
Pasadena, CA 91107
Attn: Jamie Donahue

To Client:
Options for Youth-San Gabriel, Inc.
16023 Arrow highway Ste. C
Irwindale, CA 91706
Attn: Board President or Chairperson, and Superintendent

13.3 Governing Law and Construction. This Agreement shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Jurisdiction and venue of any dispute arising from this Agreement, including but not limited to performance by either party of the interpretation of its terms, shall be in Los Angeles County. Nothing contained herein shall be construed so as to require the commission of any act contrary to law, and wherever there is any conflict between any provision contained herein and any present or future statute, law, ordinance or regulation contrary to which the parties have no legal right to contract, the latter shall prevail but the provision of this Agreement which is affected shall be construed and limited only to the extent necessary to bring it within the requirements of the law.

13.4 Severability. The provisions of this Agreement are severable, and if any one or more provisions shall be determined to be judicially unenforceable, in whole or in part, the remaining provisions shall nevertheless be binding and enforceable.

13.5 Arm's Length and Independent Counsel. This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the matters dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the parties and this Agreement. Each party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this Agreement.

13.6 Entire Agreement. This Agreement constitutes the entire agreement of the parties with

respect to the subject matter hereof and supersedes all other written or oral negotiations, understandings or agreements among the parties with respect to the rights and obligations assumed herein and contains all the covenants and agreements among the parties with respect to such rights and obligations.

13.7 Assignment. Neither this Agreement nor any of the rights, interests or obligations under this Agreement shall be assigned, in whole or in part, by operation of law or otherwise by either party without the prior written consent of the other party.

13.8 Cumulative Remedies. No remedy conferred by any provisions of this Agreement is intended to be exclusive of any other remedy, and each remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. Except as otherwise provided herein, the election of any one or more remedies by any party shall not constitute a waiver of the right to pursue other available remedies.

13.9 Modifications. No amendment, change or modification of this Agreement shall be valid unless in writing, stating that it amends or modifies this Agreement, and signed by both parties hereto.

13.10 Additional Acts. Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances and shall do any and all acts reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties hereto.

13.11 Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13.12 Waiver. The waiver by any party to this Agreement of the breach of any provision of this Agreement shall not be deemed a continuing waiver or a waiver of any subsequent breach, whether of the same or another provision of this Agreement.

13.13 Captions. The captions appearing at the commencement of the paragraphs hereof are descriptive only and for convenience in reference. Should there be any conflict between any such caption and the section at the head of which it appears, the section and not such caption shall control and govern in the construction of this Agreement. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

13.14 Force Majeure. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without unusual expense.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the Effective Date.

"Skyrocket"

Skyrocket, Inc., a California Corporation

By:

Title:

Date:

"Client"

Options for Youth-San Gabriel, Inc. a California nonprofit public benefit corporation

By:

Title:

Date:

Exhibit A
BASIC SERVICES PACKAGE

1. Accountability
    a. Completion and submission of all applicable CALPADS reporting:
        i. Student Statewide Identifier Requests (SSID)
        ii. Student Enrollment Report (SENR)
        iii. Student Information Report (SINF)
        iv. Student English Language Acquisition Report (SELA)
        v. Student Program Report (SPRG)
        vi. Staff Reports (SDEM, SASS)
        vii. Course Reports (CRSE/C, SCSE/C)
        viii. Discipline Reports (SDIS, SIRS, & SOFF)
        ix. Student Absence Report (STAS)
    b. Completion and submission of all applicable annual accountability reporting:
        i. Fall 1 Data certification
        ii. Fall 2 Data certification
        iii. End of Year 1, 2, 3 certifications
        iv. Civil Rights Data Collection (CRDC)
        v. Credit Enrichment Enrollment Data
        vi. CBEDS ORA
        vii. School Accountability Report Card data
        viii. CalSASS Teacher Assignments
        ix. ConApp
    c. Daily maintenance of schoolwide data:
        i. Student Statewide Identifier requests
        ii. CALPADS enrollment errors, discrepancies
        iii. Help desk tickets from field
        iv. Alternative graduation program data
        v. Address anomalies in CALPADS
        vi. Special population data, updates (homeless, special education, english learner, foster)

2. Assessment
    a. Facilitate the organization and delivery of state and national testing (CAASPP, PFT, PSAT, SAT, AP, NMSQT):
        i. Prior to testing
            1. Review and communicate testing updates for compliance requirements, accessibility resources, and technology requirements

2. Create testing schedule aligned with state requirements
3. Collect and process requests for accommodations
4. Ensure access or ordering of testing materials
5. Create and facilitate charter-wide trainings and workshops for test coordinators (TOMS, rostering, reports, required paperwork, CAA, CERS)
6. Collaborate with Special Education, English Learner, and Accountability departments to ensure accessibility compliance

ii. During testing

1. Troubleshooting in real time with issues that arise during testing
2. Student access into testing platform
3. Test security issues
4. Accessibility test settings
5. Contact ETS, STAIRS regarding incidents as needed
6. Communicate with Special Education, English Learner, and Accountability departments for corrective actions needed

iii. After testing

1. Make student score reports available for download
2. Share score results and reports as requested by school
3. Follow up with schools regarding completed test administration

3. <u>College & Career</u>
   a. Consult on college and career compliance, metrics, and state dashboards; propose ongoing college and career strategic plans aimed at creating goals and initiatives to meet Client's college and career compliance needs.
   b. Strategic consulting services for dual enrollment initiatives, providing high-level guidance on MOU development and negotiation, data analysis and reporting, program planning, marketing considerations, and ongoing advisory support.

4. <u>Curriculum Services</u>
   a. Curriculum Services include support and coordination to ensure Skyrocket curriculum functions within the Client’s systems and supports program implementation. Services include:
      i. When permission is granted to access the school’s Student Information System (SIS), Skyrocket will provide course alignment and accessibility for applicable SIS features necessary to support Skyrocket curriculum.
      ii. Requests for alignment or accessibility related to non-Skyrocket curriculum may be submitted by Client and will be evaluated for approval. Any costs incurred through third-party providers will be the responsibility of the Client.
      iii. Provide a yearly updated course list comprised of Skyrocket-created and

Skyrocket-contracted courses for use in student handbooks or other school documentation.

iv. As requested, evaluate foreign and out-of-state transcripts.

v. Skyrocket reserves the right to determine whether to utilize or support third-party curriculum platforms or providers. Services that are currently provided at no cost may become billable upon notice to Client.

5. Diverse Learner
    a. Provide expert guidance to the Charter School in developing, refining, and implementing comprehensive English Language Development Programs that comply with all applicable federal, state, and local regulations;
    b. Provide recommendations for improvements and enhancements to the Charter's English Language Development Programs;
    c. Collaborate with the Charter School's administration, staff, and related service providers to provide guidance on effective implementation of the English Language Development Programs;
    d. Provide expert guidance, support and training for all state standardized testing related to students participating in English Language Development Programs

6. Marketing
    a. Video Advertising & Campaigns
        i. Up to three campaigns annually with two revisions
        ii. Digital advertising strategy, implementation, optimization, and reporting
        iii. Campaign recommendations, design, and management.
    b. Creative Services (two revisions per request. Up to five requests per month)
        i. Graphic design and copywriting for advertising and campaign assets only
        ii. Creative development tied directly to paid media and promotional campaigns.
    c. Website support (e.g., two hour/month)
        i. Top Level (WWW.OFY.ORG) website only
        ii. Limit to light edits/updates based on client requests, bug fixes, and advertising-related improvements.
    d. Video
        i. Two annual video shoots:
            1. Graduation, Winter or Spring
            2. Senior Social, Winter or Spring

7. Professional Development
    a. Access to Skyrocket's standardized Workday Learning Library LMS

8. School Business
    a. School Comprehensive Budget Development Services: Our services encompass a thorough approach to budget development, offering:

i. Strategic Timeline Construction: Crafted with precision, our timelines feature clear milestone deadlines to ensure timely completion.
ii. Expert Support and Consultation: We provide personalized support, training, and expert consultation to assist clients in formulating accurate expense assumptions.
iii. Interactive Workshops: Engage in collaborative workshops designed to facilitate dialogue and identify necessary adjustments, ensuring a comprehensive budgeting process.
iv. Final Draft Formatting Assistance: Our team offers invaluable assistance in reviewing and formatting final drafts, ensuring they are presentation-ready for stakeholders. School Monthly Budget Maintenance Services: Our Monthly Budget Maintenance Services offer invaluable support in managing and optimizing your financial resources. This includes:
v. Comprehensive Analysis and Recommendations: Receive detailed monthly budget analysis summaries, accompanied by strategic recommendations for optimizing spending and achieving your overarching financial objectives.
vi. Assumption Organization and Formatting: We meticulously organize and format required assumptions, ensuring seamless integration into subsequent month financial reports for enhanced clarity and accuracy.
vii. Executive-Level Engagement: Benefit from our expertise with our attendance at monthly executive review finance meetings, where we provide insightful analysis and discuss key findings to drive informed decision-making.

b. School Saving/Spend Plan Preparation and Maintenance Services: Our Saving/Spend Plan Preparation and Maintenance Services are tailored to the financial objectives of our clients, offering efficient strategies to meet their goals. This includes:
i. Interactive Workshop Facilitation: Engage in collaborative workshops to develop customized Saving/Spend Plans, where we effectively communicate deliverables and establish clear timelines for implementation.
ii. Expert Analysis: Benefit from our expert analysis of your financial situation and year-to-date expense trends, as we prepare and provide analysis for your Saving/Spend Plan to align with your objectives.
iii. Ongoing Plan Maintenance: We diligently maintain and monitor your Saving/Spend Plans on a monthly basis, ensuring they remain aligned with your evolving financial landscape. Additionally, we provide you with valuable analysis during each financial update meeting to optimize your plans for continued success.

9. School Improvement
    a. Consultation, Training, and Advisory Services:
        i. Provide comprehensive guidance on the requirements and instructions governing Local Control and Accountability Plans (LCAP) and School Plan for Student Achievement (SPSA).
        ii. Assist in understanding and aligning with California Dashboard indicators, accountability requirements, and state and local priorities.
        iii. Support LCAP planning, updates, revisions, and mid-year reporting requirements.
        iv. Provide consultation related to implementation and continuous improvement aligned to LCAP goals and school improvement priorities.
    b. Data Display and Reporting Solutions:
        i. Evaluate and develop California Dashboard–aligned data displays for inclusion in LCAP narratives and reporting documents.
        ii. Develop personalized dashboards and infographic summaries tailored to LCAP monitoring and reporting needs.
        iii. Create data visualizations aligned to annual LCAP metrics, mid-year reporting requirements, and local indicators.
        iv. Produce subgroup performance summaries aligned with LCAP monitoring and board-ready reporting expectations.
    c. Educational Workshops and Resources:
        i. Conduct workshops on critical aspects of LCAP, SPSA, CSI, and accountability requirements, including legislative updates impacting compliance.
        ii. Provide comprehensive resources and materials supporting LCAP development, implementation, and monitoring.
        iii.
    d. Advisory Services and Audits:
        i. Offer guidance on completing the Comprehensive Needs Assessment aligned with LCAP/SPSA processes.
        ii. Perform pre-submission audits of LCAP/SPSA and Local Indicators, including review and editing support.
        iii. Provide advisory feedback to ensure alignment with state accountability expectations.
    e. Individualized Support and Guidance:
        i. Provide individualized assistance aligning services with High State Priority Areas within the LCAP/SPSA.
        ii. Support identification of LCAP goals and metrics.
        iii. Assist with development of Local Indicator documentation and executive summary reporting aligned to improvement priorities.
    f. Educational Partner Engagement and Consultation:
        i. Advise on Educational Partner consultation requirements for LCAP/SPSA development.
        ii. Support coordination and administration of LCAP-aligned survey processes.
        iii. Translate survey results into parent-friendly infographic summaries and communication materials.
        iv. Align survey findings with School Improvement priorities and LCAP goals.
    g. Process Optimization and Compliance:

i. Support creation and maintenance of structured timelines and calendars for LCAP consultation, reporting, and compliance processes.
ii. Provide LCAP Mid-Year Report templates and implementation guidance. Provide LCAP Mid-Year Report template and pre-submission audit services ensuring compliance with timelines and defined scope.

h. Integration and Alignment:
   i. Consult on utilizing the LCAP as the school plan for Student Achievement (SPSA) effectively where applicable.
   ii. Offer detailed compliance guidance for Comprehensive Support and Improvement (CSI) LCAP prompts and related planning requirements and Improvement (CSI) LCAP prompts.
   iii. Service Parameters and Boundaries.
      1. Services provided under this Exhibit include School Improvement services limited to LCAP, SPSA, CSI, and Local Indicator requirements.
      2. Information technology implementation, operational consulting, advanced analytics, and new database or cross-system data integrations are excluded unless otherwise agreed in writing.
      3. Requests beyond the agreed monthly scope or outside defined deliverables may require an addendum or amended agreement.
      4. Timelines and revisions are contingent upon district delivery schedules and access to required materials and data.

Exhibit B
CONSULTING & EXTRACURRICULAR SERVICES

1. College & Career:
    a. Workforce Innovation and Opportunity Act / Workforce Education. $200/hr
        i. Support on compliance and structure of WIOA schools' implementation and upkeep.
        ii. Support the schools in their effort in locating WIOA partnerships
        iii. Support the schools in their effort in building relationships with WIOA partners
        iv. Support the school during material revision and or petition process

2. Curriculum:
    a. Consult on new NCAA charter approval process. $200/hr
    b. Vetting textbooks, online curriculum and other non-Skyrocket curriculum. $200/hr
    c. A-G course submission for non-Skyrocket Curriculum. $500/semester

3. English Language Learner:
    a. State Seal of Biliteracy Tracking. $200/hr

4. Document Management: Contact for Quote,
    a. Transcripts and school records
        i. Receive and confirm transcript or school records request
        ii. Printing and packing of records as requested
        iii. Coordination of shipping to requestor or digital delivery
    b. Other document requests (subpoenas, social services, academic institutions)
        i. Fulfill requests as noted and as directed by requestor and client
    c. Digitization of new files (student files, cumulative, SPED, other)
        i. Pick up of requested files
        ii. Digitization of file contents to cloud-based digital archive
        iii. Secure destruction of file contents
    d. Maintain and monitor the digital archive to ensure secure storage and accurate organization, and provide timely access to archived records upon authorized client request, in accordance with retention schedules, and other applicable regulations as directed by the client.
    e. Diplomas
        i. Receive and confirm diploma request
        ii. Creation, printing, and assembly of diploma
        iii. Coordination of shipping to requestor of school

5. Marketing
    a. Brand Presence & Awareness Services
        i. Social Media (i.e. content creation, content posting, crisis management, community engagement, etc.). $150/hr
        ii. Events Services (i.e. project management and/or execution of school sponsored parent/staff/student focused events, ribbon cuttings,

publicity events, etc.). $150/hr

iii. Website Maintenance & Online Presence (i.e. content management and updates to online business profiles, regional websites, etc.). $150/hr

iv. Email Marketing Campaigns (i.e. the copywriting, design and distribution of drip email campaigns targeting current students, established leads, alumni, etc.). $150/hr

v. Traditional Marketing (i.e. the coordination and purchase of traditional advertising space for radio, billboards, bus shelters, transit, local sponsorships, memberships, etc.). $150/hr

vi. Branding & Brand Messaging (i.e. the creation of brand visual identity through logo design, color palettes, typography, creation of style guides, printed materials such as business cards, flyers, brochures, window decals and signage, student academic planners, etc.). $150/hr

vii. Swag Design & Production (i.e. the creation of custom designs and productions for staff apparel, student apparel, event giveaways, etc.). $150/hr

viii. PR & Communication Services (i.e. the generation of press releases, regional messaging, crisis management, etc.). $150/hr

b. Growth

i. Digital Advertisement: Strategy & Implementation (i.e. the design, implementation, optimization and reporting of digital ads for Google, social media platforms, etc.). $200/hr

ii. Website Strategy & Development (i.e. school website redevelopment & design). $200/hr

iii. Market Research & Analysis (i.e. "heat maps" for existing charter expansion). $200/hr

iv. Business Strategy Consulting (i.e. reporting current market trends, recommendations, etc. for existing charters). $200/hr

v. Videography & Video Production, Photography (i.e. reflections, graduations, orientations, dual enrollment promo, content for collateral and web, ads, etc.). $200/hr

6. <u>Professional Development</u>

a. Custom professional development services may be requested and will be quoted separately based on the requested scope and delivery format.

7. <u>School Business</u>

a. Evaluations & Management

i. Year End Incentives & Management. $115/Evaluation

ii. Credit Enrichment Incentives & Management. $95/Evaluation

iii. Year End Incentives. $65/Evaluation

b. Custom Services.

i. Regional School Business Services. Contact for Quote.

ii. LCAP Year To Date Spend Reports Services. Contact for Quote

8. <u>School Improvement:</u>

a. Data Analytics. Contact for Quote

b. Tracking Mechanisms for Monitoring Data Sources. Contact for Quote
c. Data Mining Capabilities for Extracting. Contact for Quote

9. School Surveys
    a. Student, Parent, & Staff Surveys. Contact for Quote
    b. Survey Administration Support. Contact for Quote
    c. Post-survey data & report. Contact for Quote

10. Career Technical Education
    a. Please reach out for the current course list and a quote for available programs and services.

11. Art & Creative Engagement
    a. Please reach out for the current course list and a quote for available programs and services.

12. Miscellaneous:
    a. Education Consulting. $200/hr
    a. Special Education Consulting. $200/hr
    b. New Charter Petitions. $200/hr
    c. Charter Renewals. $200/hr
    d. Student handbook creation. Contact for Quote

Exhibit C
Launch Your Learning Applications (LYLA)™

10. Curriculum Content
    a. Skyrocket will provide Client access to its proprietary curriculum content through the Launch Your Learning Applications (LYLA)™ platform.
    b. Curriculum content includes:
        i. Access to Skyrocket curriculum products delivered through LYLA, including instructional content, assessments, recommended materials and resources, and related curriculum documentation.
        ii. Access to associated curriculum websites, digital resources, and supporting documentation necessary for implementation of the curriculum.
        iii. Access to Skyrocket curriculum training resources related to the use and implementation of Skyrocket curriculum products.
    c. Hard copy versions of curriculum materials may be made available for purchase by Client for an additional charge.

C.5 OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027

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

May 2026

Agenda Item: OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027

Purpose: The Board will review and consider the approval of the OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027.

The Board will review and approve the Declaration of Need for Fully Qualified Educators for the 2026-2027 school year. This will assist the Charter in finding qualified teachers to fill open positions. The governing Board of the charter school needs to adopt a declaration at a regularly scheduled public meeting certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the form.

By submitting this annual declaration, the Board is certifying the following:

- A diligent search, as defined in the declaration, to recruit a fully prepared teacher for the assignment(s) was made.
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated in the declaration.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027.

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Options for Youth-San Gabriel District CDS Code: 75291

Name of County: Los Angeles County County CDS Code: 19

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Ileana Kiriakos		Superintendent
Name	*Signature*	*Title*
909-628-3320	909-531-3015	
Fax Number	*Telephone Number*	*Date*

215 S. Mission Dr. San Gabriel, CA 91776
Mailing Address

ileana@ofy.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	5
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	
Teacher Librarian Services	
Emergency Transitional Kindergarten (ETK)	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	15
Special Education	10
TOTAL	25

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	5
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	2
English	5	Science: Chemistry	2
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	1
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. Have not had the opportunity to establish a district intern program

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

National University, CSU Los Angeles and University of Massachusetts Global

If no, explain why you do not participate in an internship program.

C.6 OFY-SG Data Sharing Memorandum of Understanding ("MOU") with Options for Youth-San Gabriel Inc. and the California College Guidance Initiative ("CCGI")

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

May 2026

Agenda Item: OFY-SG Data Sharing Memorandum of Understanding ("MOU") with Options for Youth-San Gabriel Inc. and the California College Guidance Initiative ("CCGI")

Purpose: The Board will review and consider the approval of the OFY-SG Data Sharing Memorandum of Understanding ("MOU") with Options for Youth-San Gabriel Inc. and the California College Guidance Initiative ("CCGI").

The California College Guidance Initiative ("CCGI") is a statewide program that supports college and career readiness by providing students and educators access to the official planning platform, CaliforniaColleges.edu. This platform is used by schools across California to assist students in preparing for postsecondary opportunities, including community college, California State University ("CSU"), and University of California ("UC") systems.

To fully utilize this platform, schools must enter into a Data Sharing Memorandum of Understanding ("MOU") with CCGI. This agreement allows for the following:

- Secure exchange of student data for educational purposes.
- Provide counselors with access to CaliforniaColleges.edu tools
- Upload student transcripts and supporting documents directly to the platform
- Facilitate streamlined application processes for CSU and UC institutions
- Ensure secure and compliant data sharing aligned with state and federal privacy laws

Contract Terms:

- This agreement will remain in effect until either party chooses to terminate it
- Either party may terminate the agreement at any time with an advance written notice of 60 days

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Data Sharing Memorandum of Understanding ("MOU") with Options for Youth-San Gabriel Inc. and the California College Guidance Initiative ("CCGI").

K-12 DATA SHARING AND SERVICES PARTNERSHIP AGREEMENT

THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES
On behalf of:
The California College Guidance Initiative

And

OPTIONS FOR YOUTH-SAN GABRIEL, INC.

Agreement No. 00013616

This K-12 Data Sharing and Services Partnership Agreement ("Agreement") is entered into by and between the Foundation for California Community Colleges, a nonprofit 501(c)(3) organization ("Foundation"), on behalf of the California College Guidance Initiative ("CCGI"), and **Options for Youth-San Gabriel, Inc.** ("Local Educational Agency" or "LEA"), collectively ("Parties") to set forth the roles and responsibilities of the Parties related to LEA's uploading of its students' Education Records to www.CaliforniaColleges.edu ("CaliforniaColleges Website") and Foundation's provision of account support services on the CaliforniaColleges Website, the state of California's official college and career planning platform. The Parties understand and intend that CCGI be designated as an outsourced provider of institutional services and a "school official" with legitimate educational interests in such Educational Records as described in 34 C.F.R. 99.31(a).

I. DEFINITIONS

The following capitalized terms when used in this Agreement shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined in this Agreement.

"Agreement" shall have the meaning set forth in the preamble above and includes all linked addenda, schedules, and other attachments hereto (see below), as each may be amended from time to time to align CCGI's practices with California state policy, institutional policies of the public college systems in California and the California Student Aid Commission, and to update improvements in CCGI's security practices. Amendments to the addenda, schedules, and other attachments linked below will only take effect upon thirty (30) days' notice to LEA. Should there be any conflict between the terms of this K-12 Data Sharing and Services Partnership Agreement and any other terms linked below, this K-12 Data Sharing and Services Partnership Agreement shall take precedence, any other conflicts shall follow the following order of precedence: (1) Terms and Conditions of Partnership, (2) Data Privacy and Security Addendum, (3) Data File Specifications, available at https://www.cacollegeguidance.org/tcp/. The Data File Specifications provide instructions for uploading Student Data onto the California Colleges Website.

Terms and Conditions of Partnership
Data Privacy and Security Addendum
Data File Specifications

"CaliforniaColleges Website" shall mean the website located at www.CaliforniaColleges.edu. The Foundation is responsible for directly contracting and compensating a third-party technology vendor ("Vendor") for the continued operation and maintenance of www.CaliforniaColleges.edu under a separate agreement. Information describing the current Vendor can be found in the **Data Privacy and Security Addendum**, which is incorporated by reference. This definition shall also include any successor website performing the same function as www.CaliforniaColleges.edu.

"Education Record" shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

"Student Data" shall mean any information (a) contained in a student's Education Record maintained by or for the LEA and provided to the CaliforniaColleges Website by an employee or agent of the LEA; or (b) acquired directly from a student or parent/legal guardian of the student through the use of the CaliforniaColleges Website, as assigned to the student or parent/legal guardian by LEA. Student Data does not include information created by a student, including, but not limited to: college lists, career assessment results, portfolios, creative writing, photographs, and account information that enables ongoing ownership of that information which is governed by CaliforniaColleges Website privacy policy.

II. TERM AND TERMINATION

A. Term. This Agreement will be deemed to be effective as of the date the Agreement is fully executed by all signatories to the Agreement and will continue until terminated by either Party. No fees will be assessed under this Agreement while CCGI continues to be the provider of operational tools for the State of California.

B. Termination for Convenience. The Parties shall have the right to terminate this Agreement for any reason or no reason, without penalty, at any time by providing the other with written notice of termination in accordance with Section V of this Agreement at least sixty (60) calendar days in advance of the Termination Date. However, it is mutually understood and agreed that if the Foundation does not receive sufficient funding from the State of California to provide the Services described in this Agreement, Foundation may without penalty, terminate this Agreement by providing LEA with written notice of termination in accordance with Section V of this Agreement at least forty-five (45) calendar days in advance of the Termination Date.

III. LEA RESPONSIBILITIES

A. Data Sharing

1. LEA shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in the **Data Privacy and Security Addendum** attached at https://www.cacollegeguidance.org/tcp/ and hereby incorporated by reference.
2. LEA shall upload course catalog files at least once a year to enable the use of academic planning tools by a student planning coursework at a high school operated by LEA.
3. LEA agrees to verify accuracy of courses entered by LEA into the University of California ("UC") Course Management Portal ("CMP") at the UC Office of the President.
4. LEA agrees to upload Education Records, in accordance with the **Data File Specifications**, attached at https://www.cacollegeguidance.org/tcp/, and hereby incorporated by reference. In alignment with state policy and/or to evolve functionality that serves students in the planning for and transition to college, the Data File Specifications may be iterated over time and additional optional fields may be added to the Data File Specifications. LEA data may be submitted via sFTP or an API if available.
    a. LEA agrees to provide a centralized upload (not school site by school site) of Education Records from the local Student Information System ("SIS") into the CaliforniaColleges Website or an FTP server, both hosted by Amazon Web Services, using a standard data format with naming conventions and using a pre-defined protocol. If CCGI has an API integration with LEA's SIS provider, data may alternatively be shared via said API.

B. Implementation

1. LEA shall make staff, appropriate technology resources, and space available for ongoing professional development and user support.

2. LEA agrees to collaborate with Foundation staff to provide both individual user experience and technical feedback in order to improve implementation for all users.
3. LEA agrees to identify a point of contact to (1) assist the Foundation during implementation phase; and (2) navigate or immediately report any issues regarding availability of the CaliforniaColleges Website.
4. LEA is responsible for identifying and maintaining which educators at the LEA are provided accounts on the California Colleges Website. To do so LEA is responsible for compliance with Section I of the Terms and Conditions of Partnership, "Educator Account Creation, Authorization, and Maintenance" attached at https://www.cacollegeguidance.org/tcp/ and hereby incorporated by reference.
5. LEA has identified and authorized third-party consultants, Educational Dynamics, Inc. (EDI) and Skyrocket, Inc., on behalf of the LEA, to access the SFTP for data file uploads and act on behalf of LEA for items pertaining to data sharing and implementation responsibilities. LEA may authorize the third-party consultants to act as LEA Admin (as defined in the Terms and Conditions of Partnership). The third-party consultants' access is contingent on the third-party consultants' having an agreement in place with the LEA. LEA must notify Foundation/CCGI when the third-party consultants' agreements expire or are terminated. LEA is responsible for ensuring that the third-party consultants comply with all requirements in this Data Sharing and Services Partnership Agreement.

IV. FOUNDATION RESPONSIBILITIES

A. Technical and Service Level Support. The CaliforniaColleges Website is operated and maintained by Vendor. Service level support for the CaliforniaColleges Website is provided directly by Vendor. LEA should reach out to operations@californiacolleges.edu in order to facilitate communication with Vendor regarding technical issues with CaliforniaColleges Website.

B. Fees and Payments for Services. Foundation will provide the Services under this Agreement to LEA free of charge while Foundation continues to receive funding from the State of California. In the event that funding from the State of California is not sustained in future years, the Parties understand that the Foundation may assess and charge a fee for services provided to the LEA. In the event a fee is assessed, this Agreement will be amended, in writing, to affect that arrangement. Foundation shall provide LEA with a 45-day notice if funding from the State of California is reduced or discontinued.

C. Scope of Services. "Services" means the services and support offered by Foundation under this Agreement or on the CaliforniaColleges Website.

1. Foundation shall provide the necessary support for the integration of Education Records and Student Data into individual student accounts on the CaliforniaColleges Website. Foundation agrees to cooperate with representatives from the LEA to ensure the data is properly uploaded in accordance with the requirements and instructions as more fully set forth and incorporated herein as **Data File Specification** available at https://www.cacollegeguidance.org/tcp/ to this Agreement.
2. CCGI shall maintain and process Education Records and Student Data on behalf of the LEA in a manner that meets the standards of the California Community Colleges, California State University ("CSU"), California Student Aid Commission ("CSAC"), and UC systems for verified transcript data.
3. Foundation will provide an audit report of LEA's a-g course listings in the UC CMP database to identify discrepancies. Foundation agrees to provide technical assistance, guidance, and support to LEA staff for purposes of reconciliation of any identified discrepancies.
4. Foundation shall provide access to CSU and UC eligibility analyses, both individual student reports and aggregate tracking and reporting capability for counselors.
5. Foundation shall provide students with the ability to launch their application to the California Community Colleges using the CCCApply platform in a manner that tracks submission on the CaliforniaColleges Website.
6. Foundation shall provide students with the ability to auto-populate applications for admission to all CSU campuses with course data from their individual account on the CaliforniaColleges Website, when such data matches to the CMP at the UC Office of the President, and which enables students, their parent/guardian, educators in their school, and LEA to track application submission.

7. Foundation shall provide students with the ability to launch their application for admission to the UC using the UC application in a manner that tracks submission on the CaliforniaColleges Website. Additionally, beginning fall of 2024, students will have the ability to auto-populate course data into their UC application.
8. Foundation shall provide students with the ability to initiate their Free Application for Federal Student Aid ("FAFSA") from within the CaliforniaColleges.edu, in a manner that allows students, their parent/guardian, educators at their school site, and LEA to track the launch of this application and which enables CCGI to provide CSAC with information that supports the Cal-grant eligibility determination process.
9. Foundation shall provide students with the ability to launch additional college and financial aid applications, as they may become available, as additional institutions develop articulation agreements with CCGI.
10. Foundation shall provide the following support for LEA:
    a) Technical assistance to support alignment between LEA's a-g course list in the UC CMP and the LEA SIS.
    b) Training opportunities.
    c) Implementation planning and support for strategic goal setting.
    d) User support to respond to student, educator, or parent/guardian questions or other inquiries.

V. NOTICE

Any request, notice or other communication by either Party shall be given in writing and shall be deemed given when actually delivered physically or via electronic mail to the addresses specified below:

LEA:
Name: Charles Pak
Email: cpak@ofy.org
Mailing Address:
Options for Youth-San Gabriel
16023 Arrow Highway, Ste. C
Irwindale, CA 91706

CCGI:
Name: Contracts Manager
Email: ccgicontracts@californiacolleges.edu
Mailing Address:
Foundation for California Community Colleges
1102 Q Street, Suite 4800
Sacramento, CA 95811

VI. LEA

LEA is authorized to send and receive data on behalf of the following schools:

Name of Charter School	CDS Code

LEA is responsible for notifying CCGI in writing when a new charter school is added, or a school closes. Adding a new school will prompt a simple agreement addendum.

THE PARTIES HEREBY EXECUTE THIS AGREEMENT

OPTIONS FOR YOUTH-SAN GABRIEL, INC.	**FOUNDATION/CCGI**
By: _____	By: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

C.7 OFY-SG Student Handbook for Fiscal Year 2026-2027

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

May 2026

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

Purpose: The Board will review and consider approval of 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 includes the previous updates presented:

- Embedded the new 26-27 Academic Calendar
- Embedded the 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

New updates include:

- Added military youth, migratory youth and newcomer youth when defining special student populations.
- Expanded the Truancy Section
- Changed to gender inclusive pronouns

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Student Handbook for Fiscal Year 2026-2027, in its substantive form, and to authorize the Superintendent of OFY-SG, in consultation with legal counsel, to make revisions to the student handbook throughout the 2026-2027 academic year, if necessary, to align with necessary updates, new legal requirements, or updates to the Education Code, and ratify actions taken related thereto.

Options For Youth
Public Charter Schools

Options for Youth - San Gabriel Student Handbook

2026-2027

This Student Handbook is also available on the OFY-San Gabriel Website: sgvlions.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.
2026-2027 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 educational goals. 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

San Gabriel
12731 Ramona Blvd.
#201 Irwindale CA 91706
(626) 814-0161
lions.OFYschools.org/

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School General Information

About the Student Handbook

This handbook is intended to provide students and parents with a guide to academic and program requirements. It is hoped that every student and parent will read all of the information carefully and discuss it before enrolling in OFY-SG. Planning a school program is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement, and willingness to work. If you have any questions, please contact your local center or supervising teacher or log on to the school website. On the website you will find information about OFY-SG programs and schedules, as well as links to a wide array of educational resources.

History of the Program

OFY-SG specializes in developing and implementing programs that expand educational opportunities for public school children. The network of Options for Youth Public Charter Schools has provided such programs since 1997, is one of the nation's oldest providers of independent charter educational programs, has worked with numerous school districts, including the nation's largest, and has served more than 50,000 students. OFY-SG programs are patterned after the success of the OFY-Victor Valley charter school, the first start-up charter school in California to receive accreditation from the Western Association of Schools and Colleges (WASC). OFY-SG still has WASC accreditation today.

Mission Statement

OFY-SG creates an **educational choice** for all students. Our staff connects with students to **empower** and **inspire** them to achieve their **goals** and make their **dreams** a reality.

Program Description

OFY-SG Schools are exemplary models of a successful blended learning program, offering a hybrid independent study/small group instruction/online format as an alternative to a classroom program. Students who have not been successful or satisfied with their experience in traditional schools can achieve in the program. OFY-SG combines individualized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum to ensure that all students, regardless of their school experiences in the past, increase their options upon graduation for either post-secondary learning or entering the job market. Students are enrolled in courses leading toward a high school diploma or re-entry at grade level in a comprehensive or alternative school program. Enrollment in the program is voluntary. OFY-SG provides students with the opportunity to: (a) learn at home and in the learning center in small groups and one-on-one with qualified tutors and instructors, (b) complete courses in core and elective subjects, and (c) receive career and academic counseling.

OFY-SG is dedicated to providing quality educational services to students and their families. The unique features of the program include:

- Open Entry – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start.
- Continuous Learning – OFY-SG operates year-round.
- Individualized Programs to Accommodate Student Needs – Scheduled appointments afford students increased flexibility to meet work and family commitments while still satisfying program requirements.
- Criterion-Based Learning – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- Subject Matter Concentration – Taking fewer classes at a time allows for greater focus on core subjects and better retention of content knowledge.
- Launchpad Environment – OFY-SG is committed to offering students a "Launchpad" rather than destination environment. Instead of focusing on high school graduation as the final destination for students, Post-secondary Counselors, and teachers collaboratively work together to help guide students to create individualized learning plans with a comprehensive post-secondary plan (whether attending a 2- or 4- year college, vocational training or career planning).

OFY-SG does not discriminate against any person on the basis of gender, gender identity, gender expression, race, color, religion, disability, and/or any other status protected by law, including immigration status, in any of its policies, procedures, or practices in compliance with applicable federal and state laws.

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 school most recently attended 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.

[1] These requirements are in effect unless changed or modified

Special Student Populations

OFY-San Gabriel is open to enrollment for homeless, foster, military youth, migratory youth, newcomer pupils, 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 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 newcomer pupils 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 19, 2027– May 7, 2027**
  **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 19, 2027 – May 7, 2027**
  **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 1, 2027 – May 31, 2027**
  **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 7, 2026**
  **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 10, 2027**
Alternate Date ***When:*** *March 24, 2027**
**Tentative*

SAT 2026-2027 Dates

- *August 15, 2026**
- *September 12, 2026**
- *October3, 2026**
- *November 7, 2026**
- *December 5, 2026**
- *March 13, 2027**
- *May 1, 2027**
- *June 5, 2027**
  **Please be aware these may be Saturdays; if so the exam will be delivered online.*

ACT 2026-2027 Dates

- *September 19, 2026*
- *October 17, 2026*
- *December 12, 2026*
- *February 27, 2027*
- *April 10, 2027*
- *June 12, 2027*
- *July 10, 2027*

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 - May 14, 2027. 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 - 11/30/2026
  - Winter: 12/01/2026 - 3/31/2027
  - Spring: 4/01/2027 - 07/31/2027

- 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 (2026-2027)

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
- Labor Day .....Sept. 1, 2026
- Veteran's Day .....Nov 11, 2026
- Thanksgiving Holiday ..... Nov 26–27, 2026
- Winter Break .....Dec 21, 2026–Dec 31, 2026
- New Year's Day ..... Jan 1, 2027
- MLK Day .....Jan 18, 2027
- President's Day ..... Feb 15, 2027
- Spring Recess .....March 18-19, 2027
- Memorial Day .....May 31, 2027
- Juneteenth Day .....June 18, 2027

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
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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

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:

- 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
- Other reasons as determined in the discretion of the Principal or Designee
- 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, possible consequences for truancy may include interventions, and evaluations to determine whether remaining in independent study is in the students best interest, and subsequent removal from OFY-San Gabriel. Truancy 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

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 written consent from parents/eligible students prior to the disclosure of personally identifiable information from a student's education records, OFY-San Gabriel may disclose appropriately designated "directory information" without written consent, unless a parent or eligible student has 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 student'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 or eligible student'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 a parent or eligible student has advised the LEA that they do not want the 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 2026-2027 school year:
- Student's name
- Students Date of Birth
- 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 as directory information from your or your child's education records without your prior written consent, you must email the principal of 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.

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, are eligible to receive a FAPE, which means regular or special education and related services and aids designed to meet the individual educational needs of the student as adequately as the needs of students needs of the student are met, at no cost to the student or their parent/guardian except, when the 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 in 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, genito-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 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 as 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. 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.
5. 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 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 of 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 timeline for 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. 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.

3. The parent/guardian may also file a UCP complaint with the school, and or a compliant with the U.S. Department of Education Office for Civil Rights without going through the procedures above.

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 is included below in this handbook and 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 school-related 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 it's procedures e.g. the Uniform Complaint Procedures process to resolve issues raised on the hotline as appropriate.

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 a 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 as 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; or (2) be a certificated work experience education teacher or coordinator and must be authorized by the Principal in writing. 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.

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 desires to ensure that homeless youth and foster youth are provided with meaningful opportunities to meet the same academic achievement standards to which all pupils are held and are not stigmatized or segregated on the basis of their status. 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, a dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law, or a child who is the subject of a voluntary placement agreement under Welfare and Institutions Code section 11400(p).

"Homeless youth" is defined as a pupil who lacks a fixed, regular, and adequate nighttime residence and includes:

1. 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; or are abandoned in hospitals.
2. 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.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children who qualify as homeless because the children are living in conditions described in (1)(3) above.

"School of origin" is defined as any of the following:

1. The school the youth attended when permanently housed;
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.

"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.

With respect to homeless students, the Liaison or designee shall ensure the following requirements are met:
1. Homeless students are identified by School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the School.
2. Homeless students are enrolled in and have a full and equal opportunity to succeed at the School.
3. Homeless students and families have access to and receive educational services for which they are eligible.
4. Homeless students and families receive referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services.
5. Parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
6. Public notice of the educational rights of homeless children and youth is disseminated at the School and in locations frequented by parents or guardians of such youths and unaccompanied youths in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youths.
7. Enrollment/admissions disputes are mediated in accordance with law, the School's charter, and Board policy.
8. Parents/guardians of a homeless child or youth and any unaccompanied youth are fully informed of all transportation services, as applicable.
9. School personnel providing services to homeless children, youths, and their families, including the Liaison or designee, receive professional development and other support at least annually to heighten awareness of the specific needs of homeless youth. The Liaison or designee will be responsible for verifying that the School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually, as required by the California Department of Education.
10. Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent students and that the youths may obtain assistance from the Liaison or Designee to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

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. The school of origin means the school the youth attended when permanently housed or the school in which the youth was last enrolled. If the school the youth attended when permanently housed is different from the school in which the youth was last enrolled, or if there is some other school that the youth attended with which the youth is connected and attended within the immediately preceding 15 months, the Liaison, in consultation and agreement of the youth and the person holding educational rights shall determine, in the best interests of the youth, the school of origin.
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. In a manner and form understandable to them and provide information as to how to appeal the decision.

Enrollment Disputes

If a dispute arises regarding eligibility, school selection, or enrollment, the youth shall be immediately enrolled (subject to the School's capacity and pursuant to the procedures in the School's charter and any board policies) pending resolution of the dispute, including all available appeals. The School shall provide the parent/guardian or unaccompanied youth with a written explanation of the decision, including an explanation of the parent/guardian's or unaccompanied youth's right to appeal the decision. The School shall then refer the parent/guardian or unaccompanied youth to the Liaison or Designee. The Liaison or Designee shall then carry out the dispute resolution process as expeditiously as possible.

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, or (if homeless) the youth has missed application or enrollment deadlines during any period of homelessness. The School will immediately refer such students and/or their parents/guardians to the Liaison to assist them in obtaining necessary immunization or other required health records.
Within two business days of a foster youth's request for enrollment, School staff will contact the school last attended by the foster child to obtain all academic and other records. The school shall maintain student records for each homeless or foster youth so that the records are available if the youth enters a new school or school district. 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.

The School shall treat information about a homeless child's or youth's living situation as a student education record, which shall not be deemed to be directory information, and shall not be released absent written consent. This would include not disclosing the homeless student's address. Information about a foster student's foster status is likewise considered protected.

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.

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 may 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.

Housing Questionnaire

The School shall administer a housing questionnaire for the purpose of identifying homeless children and youth at the school. The School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. The School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at the School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. The School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

Comparable Services

The School provides services to homeless and foster students comparable to those offered to other students. Such services include:

- Transportation services
- Educational services for which the child or youth meets the eligible criteria
- Programs in career and technical education
- School nutrition programs

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 take a 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 slow you 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:
    - *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.
    - *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.
    - *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."
    - *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.

- ***Ask for help***
  - If you find you cannot understand something while you are working at home, call your teacher at school. They 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.

- ***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.

- ***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

OFY-San Gabriel 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:

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 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").

C. Complaints Concerning Pupil Fees

Pupils shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

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
Irwindale, CA 91706
maricelafrymark@OFYschools.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 the 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 the 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.

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 unless they have cleared a criminal background check (see below).

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.

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 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.

This policy applies to all acts related to school activity or school attendance at OFY-San Gabriel, as well as acts by the governing board. This includes actions taken on or immediately adjacent to school grounds, at any school-sponsored event, while using school-sponsored transportation, and through the use of the school's internet system.

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 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 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

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.

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 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. 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.

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.

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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
416023 Arrow Highway, Suites C, Irwindale, CA 91706
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 Decision Maker 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 course related 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.[1] 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

[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 Harassment. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process

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 withi.n 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 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.

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.

Title IX of the Education Amendments of 1972 ("Title IX") is a federal law that was passed to ensure students and staff, regardless of their sex, are treated equally and fairly. Title IX prohibits discrimination on the basis of sex, which includes sexual harassment, in any of the education programs or activities at OFY-San Gabriel ("School"). The prohibition extends to admission, employment, and other aspects of School's operations. Specifically, Title IX provides that:

- No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Inquiries about the application of Title IX may be referred to OFY-San Gabriel's Title IX Coordinator, or the Assistant Secretary for Civil Rights at the U.S. Department of Education, using the contact information below.

Who is the Title IX Coordinator for the School?

OFY-San Gabriel has designated the following individual as its Title IX Coordinator:

Jessica Cordova
Assistant Principal Of Instructional Operations
16023 Arrow Highway, Suites C, Irwindale, CA 91706
jcordova@ofy.org
(626) 720-7165

How may I file a complaint of discrimination under Title IX?

You may file a complaint of discrimination on the basis of sex, including sexual harassment, by contacting OFY-San Gabriel's Title IX Coordinator.

Otherwise, a discrimination complaint may be filed with the Office for Civil Rights:

San Francisco Office for Civil Rights
U.S. Department of Education

50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Phone: (415)486-5555
Email: ocr.sanfrancisco@ed.gov

United States Department of Education Office for Civil Rights Complaint Form

United States Department of Education Office for Civil Rights Complaint Assessment System

Is there a statute of limitations for filing an alleged incident of harassment or discrimination?

Consistent with OFY-San Gabriel's Uniform Complaint Procedures policy ("UCP"), a complaint alleging unlawful discrimination, harassment, intimidation, or bullying must 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 OFY-San Gabriel for good cause upon written request from the complainant.

A report or complaint regarding sexual harassment as defined under the Title IX regulations is not subject to the six-month timeline in the UCP.

How are discrimination complaints investigated?

Complaints of sexual harassment as defined under the Title IX regulations filed with OFY-San Gabriel are investigated in accordance with OFY-San Gabriel's Title IX Policy and Grievance Procedures. All other complaints of discrimination are investigated under OFY-San Gabriel's UCP.

For federal guidance on how complaints may be further pursued, please see the following link:

United States Department of
Education Office for Civil Rights

Where can I get more information on the rights of a pupil and the public and the responsibilities of the public school under Title IX?

The following Internet resources are available to find more information regarding rights and responsibilities under Title IX:

California Department of Education Office of
Equal Opportunity

United States Department of Education Office for
Civil Rights

In addition, California law, like Title IX, prohibits discrimination on the basis of sex and affords individuals certain rights. You can access those rights here: Rights Afforded Under Education Code Section 221.8. Specifically, you have the right to (when applicable):

1. Fair and equitable treatment and you shall not be discriminated against based on your sex.
2. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. Inquire of the athletic director of your school as to the athletic opportunities offered by the school.
4. Apply for athletic scholarships.
5. Receive equitable treatment and benefits in the provision of all of the following: (i) equipment and supplies; (ii) scheduling of games and practices; (iii) transportation and daily allowances; (iv) access to tutoring; (v) coaching; (vi) locker rooms; (vii) practice and competitive facilities; (viii) medical and training facilities and services; and (ix) publicity.
6. Have access to a gender equity coordinator to answer questions regarding gender equity laws.
7. Contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.

8. File a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
9. Pursue civil remedies if you have been discriminated against.
10. Be protected against retaliation if you file a discrimination complaint.

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.

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):

Acknowledgements

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
416023 Arrow Highway, Suites C, Irwindale, CA 91706
jcordova@ofy.org
(626) 720-7165

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 completed
- 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 $26,000 in 2026, 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.

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

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 their 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 Smartphone Use Policy

I. Purpose:

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

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

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 Options for Youth-San Gabriel Discipline Policy.
Unauthorized Use includes use of smartphones: (a) during instructional time or school activities without the permission of a teacher or administrator, (b) after school personnel has requested the student to cease using the smartphone, even during non-instructional time, (c) in any manner which is unlawful, inappropriate, harassing, or for purposes of cheating academically, or (d) in any manner which infringes on the privacy rights of any individual, poses a threat or danger to the safety of students, school personnel, or school property, or substantially disrupts school activities.
If a staff member witnesses a student engaging in the Unauthorized Use of a smartphone, the staff member shall have the discretion to exercise any of the following options:

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

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 Options for Youth-San Gabriel Learning Center, which may include a locked room, storage area, or a locked drawer/cabinet. While staff members will take reasonable measures to ensure the security of confiscated devices, Options for Youth-San Gabriel is not responsible for any loss, theft, or damage that may occur while the device is confiscated or otherwise handled by a staff member pursuant to the policy.

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

Discipline Policy

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 or possession by a pupil of their own prescription products.
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 their age, or for a person of their age with the students exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of

having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual 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 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.

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 or possession by a pupil of their own prescription products.
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 their age, or for a person of their age with the pupils exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) Creating a credible impersonation of another actual 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 them and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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, except as otherwise provided herein. 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 who shall take appropriate action which may include notifying the parent to come for the student and to remove the student to his/her home, and/or contacting 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) in accordance with the schools Search and Seizure Policy.
- 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.
- Non-school persons (e.g. parents, visitors) 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 Group meeting if the content of the speech at the 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, Curriculum Related 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 Charter School's Governing Board has adopted the following policy regarding the use, retention and/or access to surveillance and monitoring systems in connection with campus security measures in furtherance of its commitment to providing a school environment that promotes the safety of students, staff and visitors to the Charter School's resource center(s). The Board further recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft in connection with this purpose.

Policy

The Board authorizes the use of video and/or audio surveillance systems as well as environmental surveillance systems that monitor environmental changes (including but not limited to sound frequency, room occupancy, air quality and chemical detection) at the Charter School's resource center(s). Such systems are collectively referred to herein as the "Surveillance Systems". The purpose of the Surveillance Systems is to maintain the health, welfare and safety of all staff, students, and visitors to the resource center(s), and to safeguard the Charter School's facilities, equipment, and property.

School Administration may develop additional procedures and processes in accordance with and in furtherance of this policy including but not limited to inclusion of such procedures in the Charter School's Comprehensive School Safety Plan and/or site-level safety plans as well as periodic review of such procedures to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Location of Surveillance Equipment

Surveillance equipment may be placed in locations as deemed appropriate by the Charter School's safety planning committee. The safety planning committee will accept feedback from relevant stakeholders and staff in the process of identifying appropriate locations for the placement of surveillance equipment at the resource center(s). Surveillance equipment that captures video and/or audio recordings shall not be placed in areas where students, staff, or visitors have a reasonable expectation of privacy.

Notification of Surveillance

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

Retention of and Access to Surveillance Data

The Charter School shall comply with all applicable state and federal laws related to the maintenance and retention of Surveillance Data. Surveillance Data will be retained for at least thirty (30) days from the date it is captured. Notwithstanding, when the Charter School becomes aware of a Known Incident (defined below), the Principal, or his/her designee, will take steps to immediately preserve the Surveillance Data and isolate it from any routine deletion process. A "Known Incident" is one which staff knows involves injury to students, staff or members of the public or property, or which staff knows involves any violation of the law or the Charter School's policies, procedures, or rules of conduct. When the Charter School receives a request for Surveillance Data under the Family Education Rights and Privacy Act ("FERPA"), civil or criminal subpoena, search warrant, a California Public Records Act request, a request of a current or former employee pursuant to the Labor Code, Court Order or other form, immediate steps shall be taken to preserve the Surveillance Data until disclosure rights are determined. If the Charter School determines that it is legally permissible to provide the requesting party or entity with access to the Surveillance Data, the Charter School may do so by retaining the requested Surveillance Data in its files and providing access to the requesting person or entity.

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

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

Health and Wellness

Dangers of Synthetic Drugs

California public charter schools annually are required to 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.
- Social media platforms are being used as a way to market and sell synthetic drugs such as fentanyl.
- 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.

- 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 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 school sanctioned events that require presence in school or in a public place with other students such as field trips or sports.

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 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, board members, and certain volunteers, as well as any employee, volunteer or board members of a contractor whose duties require contact with or supervision of students. All persons hired into positions included on the list of mandated reporters are required, upon employment or service and as a prerequisite to that employment or service, 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.

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. 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. 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 life threatening 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 Charter School, including a nonmedical employee, who has volunteered 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 self-administering 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.OFYschools.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 aim to improve the diet and health of students, model healthy eating to support the development of healthy eating patterns, and support healthy choices. 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.

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 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 self harm is significantly higher than the general population. Additionally, a previous suicide attempt is a known predictor of suicide death.
3. Youth in out-of-home settings: Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Between 2000 and 2014, suicide rates were consistently 2 to 3 times higher for youth in juvenile correctional facilities than for those in the general youth population (Ruch et al., 2019).
4. Youth experiencing unstable housing due to homelessness, foster care, family migrant worker status, or active-duty military family status (HMMFY): For youth experiencing homelessness, rates of suicide attempts are higher than those of the youth population in general. In 2023, the Centers for Disease Control and Prevention (McKinnon) reported that "adjusting for other demographic variables, students who experienced unstable housing were nearly twice as likely to have seriously considered suicide or made a suicide plan during the past year, and more than three times as likely to have attempted suicide during the past year."
5. LGBTQ+ youth: In 2024, The Youth Risk Behavior Survey Data Summary & Trends Report: 2013–2023 (Centers for Disease Control and Prevention) reported that 20 percent of LGBTQ+ youth attempted suicide during the past year as compared to 6 percent of cisgender and heterosexual youth. Suicidal behavior among LGBTQ+ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization.
6. Youth bereaved by suicide: Youth who have experienced suicide loss through the death of a friend or loved one are at increased risk for suicide themselves.
7. Youth living with medical conditions and disabilities: Many medical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem solving a challenge, and other chronic limitations.

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

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

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

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

The Crisis Response Team members are listed below:
1. School Principal
2. School Assistant Principal

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

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

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

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

Intervention, Assessment, and Referral
Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation or when they have knowledge or concerns about another student's emotional distress, suicidal ideation, or attempt. When a staff person identifies a student as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or the student self-refers:
1. The staff person will continuously supervise the student while contacting the site administrator and a school mental health professional.
2. The school mental health professional will conduct a risk assessment.
3. The Crisis Response Team will contact the student's parent or guardian following the Parental Notification and Involvement procedures described herein. Based on the risk assessment, the family will be provided with an urgent referral for appropriate school and/or community resources. The referral process may include calling emergency services or bringing the student to the local Emergency Department when appropriate.
4. The Crisis Response Team will ask the student's parent or guardian for written permission to discuss the student's health with the student's outside-of-school healthcare providers, if appropriate.
5. The student's parent/guardian, principal, staff, school psychologist, and other providers, if needed, will participate in a return-to-school meeting. The purpose of the meeting will be to understand the appropriate referrals and interventions the student may need upon their return to school.

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

Action Plan for In-School Suicide Attempts
In the case of an in-school suicide attempt, the health and safety of the student and those around them are critical. The following steps should be implemented:
1. Remain calm and remember that the student is overwhelmed, confused, and emotionally distressed.
2. Provide comfort to the student.
3. Listen and let the student express their feelings or thoughts.
4. Supervise the student constantly to ensure their safety until professional medical treatment and/or transportation can be received. Do not send the student away or leave them alone, even if they need to go to the restroom.
5. Move all other students out of the immediate area as soon as possible.
6. Immediately notify the Crisis Response Team and school leadership.

7. If deemed necessary, call 911 and give the emergency dispatcher as much information as possible about any suicide note, medications taken, access to weapons, etc.
8. If needed, provide medical first aid until a medical professional is available.
9. The principal or designee will contact the student's parent or guardian as soon as possible following the Parental Involvement and Notification procedures described herein.
10. Review options and resources of people who can help.
11. Be comfortable with moments of silence as you and the student will need time to process the situation.
12. Be respectful. Promise privacy and help, but do not promise confidentiality.
13. The Crisis Response Team will assess whether additional steps should be taken to ensure student safety and well-being.
14. If appropriate, staff will immediately request a mental health assessment for the youth.
15. The student should only be released to parents or to a person who is qualified and trained to provide help.
16. Follow the Return to School Procedures described herein.

Action Plan for Out-of-School Suicide Attempts

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

1. Call the police and/or emergency medical services, such as 911.
   a. If the student contacts a staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police and/or emergency medical services while maintaining verbal engagement with the student.
2. Contact the student's parent or guardian and offer support to the family.
3. Inform the Crisis Response Team.
4. Provide care and determine appropriate support to affected students.
5. Refer the student to a mental health professional to conduct a risk assessment.
6. Offer the student and the parent/guardian steps for the return to school plan.
7. Follow the Return to School Procedures described herein.

Return to School Procedures

A student who has threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Therefore, an appropriate return to school process is an important component of suicide prevention. For students returning to school after a mental health crisis, the Crisis Response Team, school psychologist, and/or mental health professional will meet with the student's parent or guardian and, if appropriate, meet with the student to discuss a return to school plan. The steps may include, but are not limited to:

1. The school mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside-of-school mental health care providers to monitor the student's actions and mood.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that he/she/they are no longer a danger to themselves or others. The school may also obtain a written release of information signed by the parent/guardian to allow the school to communicate with providers.
3. The school mental health professional or other designee will periodically check in with the student to help the student readjust to the school community and address any ongoing concerns.
4. The school mental health professional or other designee will confer with the student and parents/ guardians about any specific requests on how to handle the situation.
5. The school mental health professional or other designee will meet with the student's teacher(s) to review recommended support and signs to look for in order to better support the student.
6. School leadership and teacher(s) will allow accommodations for the student to make up work if appropriate.
7. The school mental health professional or other designee will work with parents/guardians to involve the student in an aftercare plan and school safety plan if needed.

Parental Notification and Involvement

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

Through discussion with the student, the principal, designee, or school-provided mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or school-provided mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well- being of the student, they may delay such contact as appropriate and instead, contact and consult with Child Protective Services (CPS). If parental contact is delayed, the reasons for the delay should be documented.
School staff are required to verify with the parent/guardian that follow-up treatment has been accessed. Parents/ guardians will be required to provide documentation of care to the school. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, an appropriate school staff member will meet with the parents/guardians to identify barriers to treatment (e.g., cultural stigma, financial issues), work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

Postvention

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

Development and Implementation of an Action Plan

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

1. **Verify the death:** Staff will confirm the death and determine the cause of death through communication with the student's parent or guardian or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide, but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death.
2. **Assess the situation:** The Crisis Response Team and a mental health professional will meet to prepare the postvention response, consider how severely the death is likely to affect other students, and determine which students are most likely to be affected. The Crisis Response Team and appropriate school staff will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for, or scale of, postvention activities may be reduced if appropriate.
3. **Communication following death:**
   a. *Before the death is officially classified as a suicide by the coroner's office*, the death may be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students when appropriate. The statement should acknowledge the death but not include specific details, such as the cause of the death (i.e., suicide); include known funeral arrangements; recognize the sorrow that the news has and will cause; and include information about the resources available to help students cope with their grief. Staff should avoid making public announcements or holding school- wide assemblies discussing the student's death.
   b. *After the death is officially classified as suicide by the coroner's office,* the school administrator and school mental health professional may consider preparing a letter (with input and permission from the student's parent or guardian) to send home with students. The letter may include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
4. Avoid suicide contagion: The school administrator and school mental health professional should explain in the staff meeting described above that one purpose of trying to identify and give services to other at-risk or high risk students is to prevent another death. The school administrator and school mental health professional will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the school administrator and school mental health professional will review suicide warning signs and procedures for reporting students who present concerns.
5. Initiate support services: Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The school administrator and school mental health professional will coordinate support services for students and staff in need of individual and small-group counseling as needed.
6. Memorial plans: The school should not create on campus physical memorials (e.g., photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. The school should suggest to the parent/guardian that the funeral be held outside of school hours, if possible, and encourage parents/guardians of students

to attend funeral/memorial with their children. The school should offer a safe space at the learning center for students to utilize if needed before/after funeral or memorial service.

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 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

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

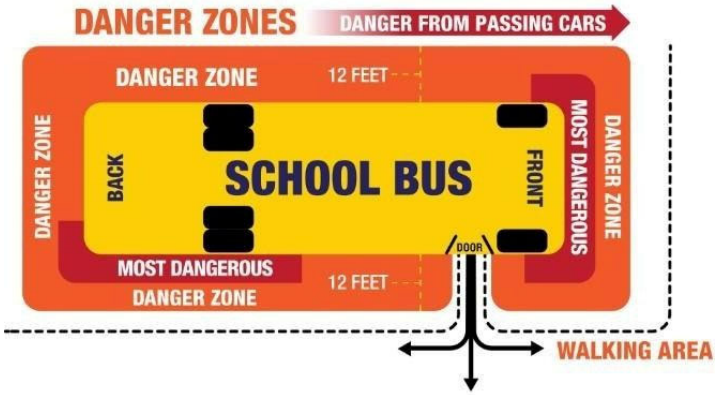
The school offers students transportation to and from school-related functions through contracted services with external transportation companies. This transportation safety plan identifies applicable requirements under Education Code Section 39831.3, for a school that provides transportation in a "school 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 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 school bus 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. 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. 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. 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. 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. 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,** 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 low-income 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 strength and endurance, upper body strength and endurance, trunk strength and flexibility, aerobic capacity, and flexibility. The testing period will occur in February-May 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

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.

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.

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 or equivalent	**20**
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 four year 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.

High School Courses



English – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

AP English Lit & Comp A/B CP (Online – Edmentum)
HSED1015/1016 *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.

CSU Expository Reading/Writing A/B CP
HS1091/1092 *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
HL/HLDI/HLDG/HLES/HLESDI1001/1002 *9th Grade*
Credits: 10 *CSU/UC Approved for "B"*
English 9A/9B will develop writing competence through clear, coherent, and correct sentences and paragraphs. Committed students will develop critical thinking and reading skills, which are demonstrated through discussion, writing, and classroom presentations. Readings focus on non-fictional and informational text through to fiction. Students read short stories, nonfiction, poetry and fiction novels. Each semester, all students read a common work in fiction and complete common standards-based projects and assessments. Additional curriculum includes emphasis of literary terms (the analysis vocabulary of literature), vocabulary development, and out-of class writing (narrative/biography, literary analysis, and expository essay) as well as a research-based project.

English 9 A/B CP (Online – Edmentum)
HSED1001/1002, HSES175/1764 *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 10 A/B; English 10 A/B CC
HL/HLDI/HLDG/HLES/HLESDI1003/1004; 1011/1012 *10th Grade*
Credits: 10 *CSU/UC Approved for "B"*

English 10 is a 10th grade level English Language Arts course that is designed to teach our students key literary skills and knowledge which can be useful in the professional world. Through this course, student learning is supported via scaffolding, guided and independent practice, and so on. Each lesson is geared towards helping students grow in valuable areas such as vocabulary, grammar, writing, reading comprehension, critical thinking, and more. In the first semester, students will cover topics such as the components of an effective paragraph and essay, how to analyze and write literary responses to fiction, how to analyze and write about nonfiction, the techniques of persuasion, and how to present findings through a multimedia presentation. In the second semester, students will go over the elements of a short narrative (theme, plot structure, etc.), features of an autobiographical text, qualities and purpose of science fiction, techniques of satire, and methods of persuading through a formal proposal letter. Students are able to reinforce and demonstrate their understanding of the course materials through a Performance Task, a lesson's Check for Understanding, the Unit Summative Review, and the unit test.



English 10 A/B CP (Online – Edmentum)

HSED1003/1004, HSES177/178 *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 11 A/B

HL/HLDI/HLDG/HLES/HLESDI1005/1006 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

The purpose of English 11 is to develop critical literary thinkers and effective writers. Through the use of Essential Questions, you will analyze and evaluate a wide variety of fiction and nonfiction selections. You will be challenged to improve your skills in a variety of writing assignments, refining your knowledge of grammar, proofreading, and revision rules. You will learn to use higher-level thinking skills to go beyond simple comprehension of the assigned texts. You will grow in your ability to analyze and evaluate information in literary and informational texts.



English 11 A/B CP (Online – Edmentum)

HSED1005/1006, HSES179/180 *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 12 A/B

HL/HLDI/HLDG/HLES/HLESDI1007/1008 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

The goal of the English 12 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)

HSED1007/1008, HSES18/182 *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 Language Development ELD 9 A/B CP (Online – iLit)
HS1130/1131 *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)
HS1132/1133 *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)
HS1145/1146 *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)
HS1147/1148 *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.

Math – Core Classes



Students may be required to attend a small group instruction class while taking any of the following classes

Algebra 1 A/B; Algebra 1A CC

HL/HLDI/HLDG/HLES/HLESDI2001/2002; 2015 *9th–12th Grade*

Credits: 10; 5 *CSU/UC Approved for "C"*

In Algebra 1, students begin their study by exploring algebraic expressions and relationships between quantities. Students transition to building their understanding of linear equations and inequalities involving one and two variables. They use expressions, equations, and inequalities to represent relationships between known and unknown quantities from both mathematical and real-world situations. Students use multiple representations to model relationships and constraints, write and graph equations in different forms, and reason abstractly about real-world situations. Students continue their study by exploring functions. They build their understanding of functions by analyzing graphs, linear functions, and comparing and modeling with linear functions. They continue their study by exploring exponential functions and how to represent an exponential function with an equation, table, and graph. Students will develop their understanding of exponential growth and decay, problem solving with compounding, and comparing linear and exponential models. Students continue their study by exploring polynomial operations and quadratic equations. Finally, students wrap up their study by exploring quadratic functions, and become proficient in solving functions, graphing functions, and choosing the best model for a quadratic function.

Algebra 1 A/B CP (Online – Edmentum)

HSED2001/2002, HSES185/186 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

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.

Algebra 2 A/B

HL/HLDI/HLDG/HLES/HLESDI2005/2006 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

This course expands the mathematical content of Algebra I and Geometry. Review of those concepts should be integrated throughout the course. Emphasis should be placed on abstract thinking skills, the function concept and the algebraic solution of problems in various content areas. Content areas emphasized include: The solution of systems of quadratic functions, logarithmic and exponential functions. Progressions, sequences, series and the binomial theorem. The complex number system. Right and oblique triangle trigonometry.

Algebra 2 A/B CP (Online – Edmentum)

HSED2005/2006, HSES187/188 *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.

AP Calculus A/B CP (Online – Edmentum)

HSED2019/2020, HSES193/194 *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.

AP Computer Science Sem A CP (Online – Edmentum)

HSED2028 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "C"*

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

HL/HLDI/HLDG/HLES/HLESDI2003/2004 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

In Geometry, students will begin by reviewing geometry nomenclature and identify various geometric figures. Students will become proficient in naming, labeling, and drawing common figures that are used in geometry. Students will learn different methods to measure shapes and apply skills from algebra to solve for missing measurements. Students will review the geometry and algebra of circles by understanding the vocabulary used to discuss circles as well as finding measures of radius, diameter, circumference, and area given any measure of a circle. This knowledge will be expanded by calculating arc lengths and the area of a sector, and utilizing tangents and chords to find segment lengths and angle measures.

Geometry A/B CP (Online – Edmentum)

HSED2003/2004, HSES189/190 *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.

Integrated Math 1 A/B; Integrated Math 1 A CC

HL/HLDI/HLDG/HLES/HLESDI2007/2008; 2021 *9th–12th Grade*
Credits: 10; 5 *CSU/UC Approved for "C"*

In Integrated Math 1, students begin their study by exploring algebraic expressions and relationships between quantities. Students transition to building their understanding of linear equations and inequalities involving one and two variables. They use expressions, equations, and inequalities to represent relationships between known and unknown quantities from both mathematical and real-world situations. Students use multiple representations to model relationships and constraints, write and graph equations in different forms, and reason abstractly about real-world situations. Students continue their study by exploring functions. They build their understanding of functions by analyzing graphs, linear functions, and comparing and modeling with linear functions. They continue their study by exploring exponential functions and how to represent an exponential function with an equation, table, and graph. Students will develop their understanding of exponential growth and decay, problem solving with compounding, and comparing linear and exponential models. Students continue their study by exploring polynomial operations and quadratic equations. Finally, students wrap up their study by exploring quadratic functions, and become proficient in solving functions, graphing functions, and choosing the best model for a quadratic function.

Integrated Math 1 A/B CP (Online – Edmentum)

HSED2013/2014 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

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

HL/HLDI/HLDG/HLES/HLESDI2009/2010 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*
This Integrated Math 2 course covers algebra, geometry, and probability topics. It begins with a focus on algebra concepts. You will learn to perform operations on polynomials, quadratic functions and inequalities, and exponential functions and inequalities. You will use multiple representations of each of these in order to solve problems with the appropriate tools. You will then transition into learning geometric proofs. You will learn to use postulates and theorems to create two-column proofs to establish triangle congruence and identify key features of triangles. Integrated Math 2B continues with a deeper exploration of geometry and probability. You will expand your understanding of triangles by learning to solve right triangles and use trigonometric ratios and laws to fully solve them. You will then learn the properties of quadrilaterals and similar polygons, including how to prove triangle similarity. You will study different properties of circles and various three-dimensional figures, focusing primarily on volume and surface area. Lastly, you will learn different types of probability and how to apply probability to real-life situations.

Integrated Math 2 A/B CP (Online – Edmentum)
HSED2015/2016 *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
HL/HLDI/HLDG/HLES/HLESDI2011/2012 *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 builds upon concepts and topics from Integrated Math 1 and 2. During the first semester students will revisit and expand on the following topics: systems of linear equations and inequalities, polynomial operations, factoring, properties of polynomial functions, exponential functions, and radical functions. Additionally, students will discover new concepts such as: nonlinear systems, linear programming, factoring third- and fourth-degree polynomials, divide polynomials, Fundamental Theorem of Algebra, logarithms, radical and rational functions. During the second semester 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 trigonometry and measurement in two- and three-dimensions with geometric modeling and application.

Integrated Math 3 A/B CP (Online – Edmentum)
HSED2017/2018 *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.

Precalculus A/B CP (Online – Edmentum)
HSED2007/2008, HSES191/192 *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.

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.

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)

HSED3007/3008, HSES173/174 *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; Economics CC

HL/HLDI/HLDG/HLES/HLESDI3006; 3014 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

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.

US Government

HL/HLDI/HLDG/HLES/HLESDI3005 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "A"*

This course will apply knowledge gained in previous social studies classes to pursue a deeper understanding of the institutions of American government. It focuses on the American political system, including the Constitution, the three branches of government and the election process. Beyond studying the United States, students will also draw comparisons between different systems of government in the world today. As part of their civic education, this course prepares students to vote, reflect on the responsibilities of citizenship and to participate in community activities.

US History A/B

HL/HLDI/HLDG/HLES/HLESDI3003/3004 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

This high school U.S. History course offers a comprehensive exploration of the American story from Pre-Colonial times to the modern day. Through the lens of political, economic, and social themes, students will examine how Indigenous civilizations shaped the land before European contact, how colonization and revolution forged a new nation, and how the U.S. evolved through conflict, expansion, innovation, and reform. Students will begin by examining Native civilizations, European exploration, and the impact of colonization. They will explore the causes and consequences of the American Revolution, the framing of the Constitution, and the early challenges of building a democratic republic. The course continues through the 19th century with an in-depth look at westward expansion, slavery, the Civil War, and Reconstruction. In the second semester, students will study industrialization, immigration, the Progressive Era, and America's growing role on the world stage through World Wars I and II. They will explore the Great Depression and New Deal, the Cold War, and the social and political upheavals of the Civil Rights Movement, women's liberation, and other grassroots struggles for justice. Lastly, the concludes with an examination of recent history, including U.S. involvement in global affairs, economic shifts, technological innovation, and ongoing debates over equity, identity, and democracy. Students will analyze primary and secondary sources, engage in critical discussions, and make connections between past and present, developing a deeper understanding of the forces that continue to shape American society.



US History A/B CP (Online – Edmentum)

HSED3003/3004, HSES166/167 *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

HL/HLDI/HLDG/HLES/HLESDI3001/3002 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

World History 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)

HSED3001/3002, HSES168/169 *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.

Science – Core Classes



Students may be required to attend a small group instruction class while taking any of the following classes

AP Biology A/B CP (Online – Edmentum)

HSED4015/4016 *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)

HSED4031/4032 *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)

HSBT4017/4018, HSBT4017D/4018D *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.

Biology A/B

HL/HLDI/HLDG/HLES/HLESDI4001/4002 *10th Grade*
Credits: 10 *CSU/UC Approved for "D"*

The course investigates life and promotes interest in science through lecture, discussion, laboratory investigation, hands-on activities, videos and the integration of technology. This course will allow students to understand of the role of genetics as well as the similarities

and differences between all living things. The Laboratory component of this course will help the student gain better understanding of the concepts being studied. The student is given the opportunity to learn proper laboratory procedure, to record data, and to use some sophisticated equipment and techniques for purposes of investigation. Specifically this course designed to teach students the scientific method through practice applications in both lab and non-lab situations, and to give students a broad general knowledge of the basic principles of biology.



Biology A/B CP (Online – Edmentum)

HSED4001/4002, HSES287/288 *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)

HSED4007/4008, HSES458/459 *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.

Chemistry A/B

HL/HLDI/HLDG/HLES/HLESDI4003/4004 *10th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Chemistry A/B covers key topics in matter, chemical reactions, energy, and real-world applications of chemistry. In Chemistry A, you'll build a strong foundation by learning how scientists work, how to stay safe in the lab, and how to measure and calculate using the right tools. Then, you will study what matter is made of, how atoms bond to form compounds, and how chemical reactions work. You'll also explore the periodic table and why elements behave the way they do. In Chemistry B, you'll apply what you've learned to real-world chemistry. Then, you will calculate amounts in chemical reactions (stoichiometry), study gases and solutions, and understand how acids, bases, and pH affect everyday life. You'll also explore how energy moves in chemical and nuclear reactions. Across both semesters, you will use experiments, models, and projects to build your understanding of how scientific concepts explain the world around you.



Chemistry A/B CP (Online – Edmentum)

HSED4009/4010, HSES548/549 *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 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).



Earth and Space Science A/B CP (Online – Edmentum)

HSED4013/4014, HSES244/245 *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)

HSES475/476 *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

SGI1171/1172 *10th–12th Grade*
Credits: 10 *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.

Human Anatomy and Physiology Sem A/B CP (Online – Edmentum)

HSES544/545 *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.

Physical Science A/B; Physical Science A CC

HL/HLDI/HLDG/HLES/HLESDI4005/4006; 4013 *9th–12th Grade*
Credits: 10; 5 *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 and tables 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.

Physics A/B CP (Online – Edmentum)

HSED4011/4012, HSES206/207 *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.

Language Other Than English



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)
HSED6025/6026, HSES494/495 *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
HL/HLDI/HLDG/HLES/HLESDI6109 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "E"*
In American Sign Language 2, you will build on the foundational skills from ASL 1 by expanding your ability to communicate clearly and confidently in American Sign Language. You will learn to describe people, animals, places, and routines in more detail using size and shape signs, classifiers, and accurate ASL gloss. You will practice giving and following directions, talking about health and safety, and communicating about money, shopping, chores, technology, and free time. As you move into more advanced work, you will learn how to plan and describe events, share news, and tell short stories using clear time order, sequence words, and expressive details. You will use role shift, facial expression, and space to show different characters and points of view, and you will write organized ASL gloss paragraphs about your home, community, daily life, and food and mealtime experiences. Throughout ASL 2, you will also deepen your understanding of Deaf culture and respectful communication, so that you can express yourself in ways that are both culturally appropriate and effective in real-world situations.



American Sign Language 2 A/B CP (Online – Edmentum)
HSED6027/6028, HSES507/508 *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)
HSED6029/6030, HSES509/533 *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)

HSED6009/6010 , HSES218/219 *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 French-speaking countries.

French 2 A/B CP (Online – Edmentum)

HSED6011/6012, HSES220/221 *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)

HSED6021/6022 *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)

HSED6023/6024 *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

HL/HLDI/HLDG/HLES/HLESDI6101/6102 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In all Level I classes, the goal is basic, everyday communication and cultural awareness. Students will develop a solid foundation of vocabulary and language structure in listening, speaking, reading and writing.

Spanish 1 A/B CP (Online – Edmentum)

HSED6001/6002, HSES212/213 *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

HL/HLDI/HLDG/HLES/HLESDI6103/6104 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

This class is recommended for non-native speakers of the Spanish language. This is an advanced study of the Spanish language involving studying the past and future tenses, plus commands and advanced vocabulary. Listening and speaking Spanish are emphasized at this level. Cultural presentations involve glimpses into the ancient civilization of the Americas as well as continuing exposure to the glories of classical Spain. The intent is to prepare students for bilingual society fluency as well as to satisfy the two years foreign language college entrance requirements.

Spanish 2 A/B CP (Online – Edmentum)

HSED6003/6004, HSES214/215 *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)

HSED6005/6006, HSES216/217 *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.

Visual and Performing Arts



Students may be required to attend a small group instruction class while taking any of the following classes

Art History A/B

HL/HLDI/HLDG/HLES/HLESDI6001/6002 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

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.

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)

HSED542/543, 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.

Audio/Video Production I A/B (Bright Thinker)

HSBT6005D/6006D *9th–12th Grade*

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.

Digital and interactive Media A/B CP

HSED9058/9059, HSES496/497 *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
HL/HLDI/HLDG/HLES/HLESDI6003/6004 *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)
HSED60076008, HSES388/389 *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.

Introduction to Cartooning
HL/HLDI/HLDG/HLES/HLESDI6005 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*
This cartooning course guides students through the full creative process of designing original characters and telling stories through illustration. Beginning with the fundamentals of shape language and facial construction, students learn how to visually express personality and emotion through character design. They progress to drawing full-body characters in dynamic poses, mastering line of action, gesture, and silhouette to create compelling figures in motion. Through focused lessons on interaction, perspective, and set design, students learn to place their characters in believable scenes and environments that enhance visual storytelling. The course also introduces a variety of animation and cartooning styles—such as action cartoons, anime, and comedy—and challenges students to adapt their designs while maintaining character consistency. Culminating in the creation of an original comic strip, students synthesize their skills in character development, composition, expression, and narrative, preparing them for continued creative work in visual storytelling and entertainment design.


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.

Professional Photography A/B CP (Online – Edmentum)

HSED6013/6014, HSES3263/264 *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.

Career and Technical Education (CTE)



Students may be required to attend a small group instruction class while taking any of the following clas

Construction 1 A/B CP

CTESKY101/102 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

Industry Sector: Building and Construction Trades *Course Type: Introductory*

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

CTESKY201/202 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Industry Sector: Building and Construction Trades *Course Type: Concentrator*

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.

Principles of Information Technology A/B CP

CTESKY9041/9042 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Information and Communication Technology *Course Type: Introductory*

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.

CompTIA A+ with Exam Prep A/B CP

CTESKY9071/9072 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Information and Communication Technology *Course Type: Concentrator*

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 ITF A/B CP

CTESKY9073/CTESKY9074 *9th–12th Grade*
Industry Sector: Information and Communication Technology Course Type: Capstone
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.

Foundations of Early Childhood Education A/B CP

CTESKY9205/9206 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Education, Child Development, and Family Services *Course Type: Introductory*

Introduction to Early Childhood Education provides the foundational knowledge and practical skills in child development, safe learning environments and appropriate practices from birth to grade 3. Learners will have the ability to learn different career pathways with the necessary educational requirements as well gain experience through various methods (i.e. lectures, case studies, and roleplaying scenarios). This course also emphasizes professionalism and ethical responsibilities that are needed to succeed in childcare environments. Upon completing the course students will have a strong foundation in early childhood education that they can build upon towards their goals and desired career pathways.

Introduction to Nursing A/B CP

CTESKY9114/CTESKY9115 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
Industry Sector: Health Science and Medical Technology *Course Type: Introductory*

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.

Certified Nurse Aide A/B CP

CTESKY9079/9080 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Health Science and Medical Technology *Course Type: Concentrator*

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.

Introduction to Animal Sciences A/B CP

CTESKY9195/9196 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Agriculture and Natural Resources *Course Type: Introductory*

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.

Veterinary Science A/B CP

CTESKY9197/9198 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Agriculture and Natural Resources *Course Type: Concentrator*

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.

Introduction to Cosmetology and Barbering A/B CP

CTESKY9201/CTESKY9202 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Industry Sector: Fashion and Interior Design *Course Type: Introductory*
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.

Nail Technician A/B
CTESKY9203/9204 *9th–12th Grade*
Credits: 10
Industry Sector: Fashion and Interior Design *Course Type: Concentrator*
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.

Health



Students may be required to attend a small group instruction class while taking any of the following classes

Health A/B
HL/HLDI/HLDG/HLES/HLESDI7001/7002 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Health A/B is a comprehensive two-semester course focused on promoting lifelong wellness and informed decision-making. Students explore concepts of physical, mental, and emotional health, including personality, self-esteem, emotional expression, stress management, family roles, human reproduction, heredity, and human development. The course also addresses nutrition, malnutrition, diet planning, and responsible consumer choices related to food. Required instruction includes medically accurate education on HIV/AIDS prevention, methods of transmission, risk-reduction strategies, public health impacts, and the effectiveness and safety of FDA-approved contraceptive methods. Students develop the knowledge and skills to build healthy, respectful relationships through instruction on affirmative consent and violence prevention. The course also includes hands-only CPR and Automated External Defibrillator (AED) training, with students demonstrating CPR skills using a manikin.

Health CP (Online – Edmentum)
HSED7005, HSES294 *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.

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.

Physical Education



Students may be required to attend a small group instruction class while taking any of the following classes

Physical Education 1
HL/HLDI/HLDG/HLES/HLESDI5001 *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 Education 2
HL/HLDI/HLDG/HLES/HLESDI5002 *9th–12th Grade*
Credits: 5

Physical Education 2 will help you strengthen skills learned in Physical Education 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 3
HL/HLDI/HLDG/HLES/HLESDI5003 *9th–12th Grade*
Credits: 5

Physical Education 3 will help you reinforce skills learned in Physical Education 1 and 2, as well as gain understanding of aerobic activities and the benefits to your health. You will familiarize yourself with different careers in physical education and health. All units will encourage you to identify benefits of exercise, perform planned physical education related assignments, and assume leadership, by taking on the role of different healthcare jobs.

Physical Education 4
HL/HLDI/HLDG/HLES/HLESDI5004 *9th–12th Grade*
Credits: 5

Physical Education 4 will help you reinforce skills learned in Physical Education 1-3, as well as gain understanding of dance, swimming, weight training, outdoor activity, and social determinants of health. All units will encourage you to identify benefits of exercise, perform planned physical education related assignments, and assume leadership.

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)

HSED5002/5003/5004 *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.

Yoga

HL/HLDI/HLDG/HLES/HLESDI5005 *9th–12th Grade*

Credits: 5

Yoga introduces students to the history, philosophy, and practice of yoga as a pathway to physical strength, mental clarity, and emotional balance. Students explore the origins and core principles of yoga, including mindfulness, breath awareness, non-judgment, and the Eight Limbs of Yoga, with attention to the Yamas and Niyamas. The course emphasizes proper alignment and technique in foundational poses such as Mountain, Forward Fold, Downward Dog, Child's Pose, Warrior II, Tree, and Dancer, while incorporating Sun Salutations and balance sequences. Students also learn breathing techniques (pranayama), stress-management strategies, and relaxation practices. Through reflection, intention-setting, and a culminating video project demonstrating pose mastery and flow, students deepen their understanding of how yoga supports overall well-being both on and off the mat.

Yoga and Mindfulness

HSES486 *9th–12th Grade*

Credits: 5

Upon completion of this course you will have participated in a variety of yoga and mindfulness practices. You will explore the origins and benefits of establishing a yoga and mindfulness practice as well as track and reflect upon your personal progress. This course will guide you in establishing a regular practice of self-care through exercises that help build physical and mental strength and resilience.

Electives - English

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Language Development 1/2/3/4

HS1055/1056/90291/90292, HL/HLDI/HLDG/HLES/HLESDI9001/9002/9003/9004 *9-12th grade*

Credits: 20

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.

English Foundations A/B (Online – Freckle)

HS1203/1204 *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)

HS1138/1139 *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)

HS90151/90152 *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)

HS90153/90154 *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)

HS90192/90193 *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)

HS90194/90195 *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.



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.

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.



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.

Electives – Math

Students may be required to attend a small group instruction class while taking any of the following classes



Accounting A/B CP (Online – Edmentum)

HSED9089/9090, HSES482/483 *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.

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.

Consumer Mathematics CP (Online – Edmentum)

HSED9138 *9th–12th Grade*

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 Literacy 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.

Financial Mathematics A/B CP (Online – Edmentum)

HSED2021/2022, HSES578/579 *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)

HS2059/2060 *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.

Electives – Social Science

Students may be required to attend a small group instruction class while taking any of the following classes

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.

Holocaust Studies CP (Online – Edmentum)

HSED3013, 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 anti-Semitism. 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 non-Jewish 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)

HSES269/354 *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

Psychology A/B CP (Online – Edmentum)

HSED9007/9008, HSES227/246 *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.

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.

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 (Online – Edmentum)

HSED9014/9015, HSES171/172 *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.

Electives – Science

Students may be required to attend a small group instruction class while taking any of the following classes

Environmental Science A/B CP (Online – Edmentum)

HSED9100/9101, HSES454/455 *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)

HSED4017/4018 *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.

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)

HSED9120 *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.

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 entry level 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.

Driver's Education

HL/HLDI/HLDG/HLES/HLESDI8002 *9th–12th Grade*

Credits: 5

The Driver Education portion of this course is designed to teach the knowledge and skills necessary for students to become safe, qualified, defensive drivers. Special emphasis is placed on the all important mental aspects of driving, i.e.: emotions. The Career Exploration portion of this course provides an insight into the many and varied careers available today. The resume, job interview, and employment etiquette will be covered. Students will be given the opportunity to take career interest surveys.

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.

Food and Nutrition

HL/HLDI/HLDG/HLES/HLESDI8001 *9th–12th Grade*

Credits: 5

This course introduces students to the principles of food, nutrition, and healthy living, exploring how food choices impact physical, emotional, and overall well-being. Students study essential nutrition concepts including calories, nutrients, vitamins, minerals, and current dietary guidelines, while examining strategies for maintaining a balanced diet and healthy weight. The course also addresses food safety, kitchen first aid, and the prevention of foodborne illness. In addition, students develop practical skills such as reading and following recipes, measuring ingredients accurately, planning nutritious meals, smart shopping, budgeting, and interpreting food labels. Through the study of major food groups and meal preparation techniques, students build foundational knowledge and skills to support informed, lifelong healthy eating habits.



Literacy Advancement A/B (Online – Achieve 3000)

HSES274/275 *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)

HSES297/298 *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

HS90181/90182/90183/90184/90185/90186 *9th–12th 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 Math Path A/B/C/D/E/F

HS90169/90170/90171/90172/90173/90174 *9th–12th 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

HS90175/90176/90177/90178/90179/90180 *9th–12th 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

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.



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. It has 17 lessons organized into four units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. 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. 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; the pre- and posttest questions that come at the beginning and end of the unit and an end-of-semester test. All these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

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

HS9021/9022 *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/C/D

HS9025/9026/9027/9028 *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.

Electives – General



Students may be required to attend a small group instruction class while taking any of the following classes

GED Prep: Mathematics (Online – Edmentum)
HSED9019, HSES557 *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, HSES556 *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, HSES558 *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, HSES559 *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.

Music of Today
HL/HLDI/HLDG/HLES/HLESDI9007 *9th–12th Grade*
Credits: 5
Music of Today is an engaging exploration of contemporary music spanning over various genres, styles, and cultural influences. This course will provide students with a deep understanding of the diverse landscape of modern music, examining its historical roots, cultural significance, technological advancements, and artistic innovations. Throughout the curriculum, students will embark on a journey through the dynamic world of contemporary music, discovering the ways in which it reflects and shapes our ever-changing society. From popular music to experimental avant-garde compositions, students will analyze and critically evaluate a wide range of musical works, gaining insights into the creative processes, socio-political contexts, and technological developments that have shaped the music of today.

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.

Electives – Career Titles



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)

HSED9081/9082, HSES484/485 *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 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

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 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)

HSED9142/9143 *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)

HSED9144/9145 *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)

HSED9146/9147 *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)

HSED9207/9208 *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)

HSED9139/9140 *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)

HSED9148/9149 *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.

Certified Nurse Aide A/B CP (Online – Edmentum)

HSED9079/9080 *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)

HSED9005/9006, HSES286/295 *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.

CompTIA A+ with Exam Prep A/B CP (Online – Edmentum)

HSED9071/9072 *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)

HSED9176/9177, HSES510/511 *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.

Computer Programming 1 A/B

HL/HLDI/HLDG/HLES/HLESDI2045/2046 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Computer Programming is a two-semester course that introduces students to how computers, networks, and data systems function while developing foundational coding and problem-solving skills. Students learn to break complex problems into manageable steps, design and build programs from the ground up, and represent information clearly and securely. As the course progresses, students focus on designing user-friendly programs, refining their work through testing and feedback, and applying responsible coding practices. Topics include human-computer interaction, collaboration using online tools and version control, intellectual property and licensing, privacy and ethical computing, bias in algorithms, and the social impact of technology. Students also explore emerging technologies and technology-related careers while developing a personal portfolio. By the end of the course, students will be able to design, evaluate, and share computational projects that are accessible, ethical, and aligned with professional standards.

Computer Programming 1 A/B CP (Online – Edmentum)

HSED9036/9037, HSES431/432 *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)

HSED9010/9011, HSES347/460 *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.

Culinary Arts A/B CP (Online – Edmentum)

HSED9002/9003, HSES375/376 *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.

Drafting and Design A/B CP (Online – Edmentum)

HSED9155/9156 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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)

HSED9051/9052, 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.

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.

Health Sciences 1 A/B (Online – Edmentum)

HSED9083/9084 *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 multiple choice questions and technology enhanced (TE) questions.

Health Sciences 2 A/B (Online – Edmentum)

HSED9085/9086 *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.

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 Cybersecurity CP (Online – Edmentum)

HSED9001, HSES430 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
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.

Introduction to Nursing A/B CP (Online – Edmentum)
HSED9114/9115, HSES490/491 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
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.

Networking Fundamentals A/B CP (Online – Edmentum)

HSED9173/9174 *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)

HSED9132/9133, HSES498/499 *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)

HSED9204/9205 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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)

HSED9045/9046, HSES359/360 *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 Education and Training A/B CP (Online – Edmentum)

HSED9159/9160 *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 Engineering & Tech A/B CP (Online – Edmentum)

HSED9048/9049, 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)

HSED9161/9162, HSES500/501 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

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 Health Science A/B CP (Online – Edmentum)

HSED9034/9035, HSES357/358 *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 Hospitality and Tourism A/B CP (Online – Edmentum)

HSED9043/9044, HSES433/434 *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.

Principles of Human Services A/B CP (Online – Edmentum)

HSED9128/9129 *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, self representation, 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.

Principles of Information Technology A/B CP (Online – Edmentum)

HSED9041/9042, HSES428/429 *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)

HSED9163/9164 *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 Manufacturing A/B CP (Online – Edmentum)

HSED9116/9117 *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)

HSED9098/9099, HSES502/503 *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.

Robotics I A/B CP (Online – Edmentum)

HSED9179/9180, HSES513/514 *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.



Web Technologies A/B CP (Online – Edmentum)

HSED9039/9040, HSES372/373 *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.

Electives – Art & Creative Engagement (ACE)

Students may be required to attend a small group instruction class while taking any of the following classes

ACE American Music Journey A/B CP

ACE6009/6010; 6011/6012 *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 Arts Camp

ACE9003 *9th–12th Grade*

Credits: 3

Students will explore and engage with the arts across multiple disciplines to learn fundamental history, frameworks, purposes, and methods for artistic expression in the fields of Photography, Ceramics, Textiles, Acting, Drawing, Spoken Word, Dance, Painting, and Fashion Design.

ACE Fashion Design Experience

ACE6013 *9th–12th Grade*

Credits: 5

Students will participate in a fully immersive hands-on experience to explore various skills, processes, and jobs within the world of fashion design. They will gain industry skills, insights and inspiration to pursue fashion design as a creative outlet or career path.

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 SF Food & Art Tour

ACE9001 *9th–12th Grade Credits: 5* *CSU/UC Approved for "F"*

Students will learn about cross-cultural exchange in the culinary and visual arts through urban experiential learning opportunities. Students will identify and articulate how food, architecture, and visual art contribute to the culture of regions, cities, and neighborhoods. Students will also learn how diverse immigrant experiences are reflected across the culinary and visual arts. They will express their reflections through written and artistic reflections, oral reports, and an ethnic cooking course.

ACE Visual Arts A/B

ACE6001/6002 *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.

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: Australia/ New Zealand

HS90312 *9th–12th Grade*

Credits: 5

In this Pathways Australia and New Zealand program, students will be exploring and learning about the history and significance of Australia and New Zealand. 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.

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: Camp Cookout

HS90304 *9th–12th Grade*

Credits: 3

The objective of Camp Cookout is to empower students with foundational culinary skills, nutrition awareness, and hospitality mindset through hands-on experiences in a real farm setting. Students will explore cooking techniques, food safety, teamwork, and presentation while working with seasonal, local ingredients. The course promotes confidence, career exploration, and a greater understanding of food systems and sustainability.

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 A/B

HS90205/HS90140 *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.

Pathways: Crew

HS90206 *9th–12th Grade*

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

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 *9th–12th Grade*

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 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 *9th–12th 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 self compassion 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

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 *9th–12th 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, 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 opportunity and resources to map out their future after graduation.

Pathways: WWII

HS90131 *9th–12th Grade*

Credits: 5

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.

Middle School Courses

English – Core Classes



Students may be required to attend a small group instruction class while taking any of the following classes

English 7 A

ML/MLDI/MLDG/MLES/MLESDI1901 *7th Grade*

Credits: 5

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, English 7 A/B (EL), English 7 A/B (Alt)

MS107A/107B, MS1150/1151, MS1152/1153 *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 (Online – Edmentum)

MSED1009/1010, MSES175/176 *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

ML/MLDI/MLDG/MLES/MLESDI1903 *8th Grade*

Credits: 5

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, English 8 A/B (EL), English 8 A/B (Alt)
MS108A/108B, MS1154/1155, MS1156/1157 *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 (Online – Edmentum)
MSED1011/1012, MSES01/02 *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.

Math – Core Classes



Students may be required to attend a small group instruction class while taking any of the following classes

Algebra 1 A/B
MS2040/2041 *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)
MS2IA1/2IA2, MS2IB1/2IB2 *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.

Algebra 1 A/B (Online – Edmentum)

MSED2001/2002, MSES185/186 *7th–8th Grade*

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.

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

MS2038/2039 *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)

MSED2013/2014, MSES195/196 *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)
MS2503/2504, MS2510/2511, MS2512/2513 *7th 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)
MS2032/2033, MS2514/2515, MS2516/2517 *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)
MSED2009/2010, MSES193/194 *7th 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)
MSED2011/2012, MSES28/29 *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
MS2028/2029 *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.

Social Science – Core Classes



Students may be required to attend a small group instruction class while taking any of the following classes

US History 8 A/B, US History 8A/B (EL), US History 8A/B (Alt)
MS3005/3006, MS3530/3531, MS3532/3533 *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 (Online – Edmentum)
MSED3011/3012, MSES166/167 *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)
MS3008/3009, MS3018/3019, MS3534/3535, MS3536/3537 *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)

MSED3009/3010, MSES168/169 *7th 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.

Science – Core Classes



Students may be required to attend a small group instruction class while taking any of the following classes

Earth Science A/B

MS4016/4017 *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.

Life Science 7 A/B, Life Science 7 A/B (EL), Life Science 7 A/B (Alt)

MS4003/4004, MS4007/4008, MS4009/4010 *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)

MSED4021/4022, MSES202/203 *7th 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)

MS4005/4006, MS4011/4012, MS4013/4014 *7th–8th Grade*

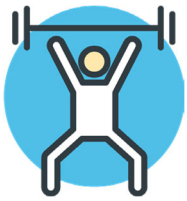
Credits: 10
In this course, students will explore the basics of Physical Science. Students will learn about chemical interactions, the concept of matter and atoms, and acids, bases and solutions. Students will understand the basics of motion, force, and energy, focusing on measuring motion and the nature 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/B (Online – Edmentum)
MSED2023/2024, MSES204/205 *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.

Science 7 with Virtual Labs A/B (Online – Edmentum)
MSED4027/4028 *7th Grade*
Credits: 10
Science 7 is a two-semester course that explores the natural world through investigation, evidence, and scientific reasoning. In the first semester, students study the structures and processes of living organisms, beginning with cells as the fundamental units of life. They examine growth, development, and reproduction in plants and animals, as well as sensory systems, photosynthesis, and energy transfer in ecosystems. In the second semester, students focus on matter and energy, exploring chemical reactions, the law of conservation of energy, and the identification of different forms of energy. The course also introduces gravitational, electric, and magnetic force fields, along with energy transformations involving kinetic, potential, and thermal energy. Throughout the year, students develop scientific thinking skills while deepening their understanding of life and physical sciences.

Science 8 with Virtual Labs A/B (Online – Edmentum)
MSED4029/4030 *8th Grade*
Credits: 10
Science 8 with Virtual Labs is an integrated science course that explores key concepts from life, Earth, physical, and space sciences through investigation and hands-on virtual lab experiences. In the first semester, students examine genes and inheritance, genetic diversity and mutations, and evidence for evolution through comparative anatomy, fossils, and rock strata. They also study renewable and nonrenewable energy resources and analyze how energy moves through Earth's systems. In the second semester, students explore climate change and scientific solutions, the properties and applications of waves and wave technology, and the impacts of human activity and technology on Earth's ecosystems. Throughout the course, students use evidence-based reasoning and interactive labs to deepen their understanding of scientific processes and real-world environmental challenges.

Physical Education



Students may be required to attend a small group instruction class while taking any of the following classes

Physical Education 1/2
ML/MLDI/MLDG/MLES/MLESDI5001/5002 *7th–8th Grade*
Credits: 10
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 Education 7 A/B
MS501A/501B, MSED5001/5002 *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/502B, MSED5003/5004 *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.

Yoga
ML/MLDI/MLDG/MLES/MLESDI5005 *7th–8th Grade*
Credits: 5
Yoga introduces students to the history, philosophy, and practice of yoga as a pathway to physical strength, mental clarity, and emotional balance. Students explore the origins and core principles of yoga, including mindfulness, breath awareness, non-judgment, and the Eight Limbs of Yoga, with attention to the Yamas and Niyamas. The course emphasizes proper alignment and technique in foundational poses such as Mountain, Forward Fold, Downward Dog, Child's Pose, Warrior II, Tree, and Dancer, while incorporating Sun Salutations and balance sequences. Students also learn breathing techniques (pranayama), stress-management strategies, and relaxation practices. Through reflection, intention-setting, and a culminating video project demonstrating pose mastery and flow, students deepen their understanding of how yoga supports overall well-being both on and off the mat.


Yoga and Mindfulness
MSES486 *7th–8th Grade*
Credits: 5
Upon completion of this course you will have participated in a variety of yoga and mindfulness practices. You will explore the origins and benefits of establishing a yoga and mindfulness practice as well as track and reflect upon your personal progress. This course will guide you in establishing a regular practice of self care through exercises that help build physical and mental strength and resilience.

Electives – English

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)

MS1203/1204 *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 7 A/B (Online – iLit)

MS1139/1140 *7th–8th Grade*

Credits: 10

English 7 iLit is a standards-aligned course designed to build college, career, and citizenship readiness through the development of strong literacy and communication skills. Students engage with a range of complex texts, including narratives, drama, poetry, and informational sources such as articles, websites, and multimedia texts. The course emphasizes critical thinking, reasoning, and evidence-based analysis while strengthening reading comprehension and writing skills. Students compose essays that focus on thematic development, sentence structure, voice, and clarity, while also refining grammar and language conventions. English 7 iLit provides a strong foundation for future high school coursework by equipping students with the tools and strategies needed for effective reading, analysis, and written expression.

English Language Development ELD 8 A/B (Online – iLit)

MS1141/1142 *7th–8th Grade*

Credits: 10

English 8 iLit is a standards-aligned course designed to build college, career, and citizenship readiness through the development of strong literacy and communication skills. Students engage with a range of complex texts, including narratives, drama, poetry, and informational sources such as articles, websites, and multimedia texts. The course emphasizes critical thinking, reasoning, and evidence-based analysis while strengthening reading comprehension and writing skills. Students compose essays that focus on thematic development, sentence structure, voice, and clarity, while also refining grammar and language conventions. English 8 iLit provides a strong foundation for future high school coursework by equipping students with the tools and strategies needed for effective reading, analysis, and written expression.

English Language Development ELD Newcomer A/B (Online – iLit)

MS1143/1144 *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/10RB *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.

Multicultural Literature
MS10ML *7th–8th Grade*
Credits: 5
The Multicultural Literature 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. Students will be exposed, through the reading selections, 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 to understand regionalism. Students will also be reading two novels, Parvana's Journey and Homeless Bird, to complement their regular assignments.

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
HS1033 *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.

Electives – Math

Students may be required to attend a small group instruction class while taking any of the following classes


Accounting A/B CP (Online – Edmentum)
MSES482/483 *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)
MS2059/2060 *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
MSMM01/02/03/04 *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.

Electives – Social Science

Students may be required to attend a small group instruction class while taking any of the following classes

American Dreamers A/B
MSAD01/02 *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
MS3521/3522 *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)
MSES171/172 *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.

Electives – Language Other Than English

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)
MSED6025/6026 *7th–8th Grade*
Credits: 10
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)
MSED6027/6028 *7th–8th Grade*
Credits: 10
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)
MSED6029/6030 *7th–8tth Grade*
Credits: 10

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.

Spanish 1 A/B (Online – Edmentum)

MSED6001/6002, 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.

Electives – Health



Students may be required to attend a small group instruction class while taking any of the following classes

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.

Health A/B

MSES242/243 *7th–8th Grade*

Credits: 10

Health A/B is a comprehensive two-semester course designed to equip students with the knowledge and skills needed to make informed decisions that support lifelong physical, emotional, and social well-being. Students examine the components of a healthy lifestyle, including balanced nutrition, physical activity, disease and injury prevention, and the impact of peer pressure and lifestyle choices on long-term health. The course explores the relationship between diet, chronic disease, and sedentary behavior while promoting strategies for overall wellness. Required instruction includes medically accurate education on HIV/AIDS prevention, methods of transmission, risk reduction, and related public health issues, as well as instruction on FDA-approved contraceptive methods and pregnancy prevention. Students also study healthy relationships, affirmative consent, and strategies for building respectful, violence-free relationships grounded in communication and responsibility.

Middle School Health

MSED7001, MSES538 *7th–8th Grade*
Credits: 1
This elective course is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infections (STIs). In addition, students will explore human trafficking, ways to have and maintain healthy relationships, and the concepts of gender, sexual orientation and body image. The course is in alignment with the California Healthy Youth Act.

Electives – Visual and Performing Arts



Students may be required to attend a small group instruction class while taking any of the following classes

Arts & Craft. A/B
MSAC01/02 *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.

Introduction to Cartooning
ML/MLDI/MLDG/MLES/MLESDI6005 *7th–8th Grade*
Credits: 5
This cartooning course guides students through the full creative process of designing original characters and telling stories through illustration. Beginning with the fundamentals of shape language and facial construction, students learn how to visually express personality and emotion through character design. They progress to drawing full-body characters in dynamic poses, mastering line of action, gesture, and silhouette to create compelling figures in motion. Through focused lessons on interaction, perspective, and set design, students learn to place their characters in believable scenes and environments that enhance visual storytelling. The course also introduces a variety of animation and cartooning styles—such as action cartoons, anime, and comedy—and challenges students to adapt their designs while maintaining character consistency. Culminating in the creation of an original comic strip, students synthesize their skills in character development, composition, expression, and narrative, preparing them for continued creative work in visual storytelling and entertainment design.

Introduction to Visual Arts CP (Online – Edmentum)

MSED6016 *7th–8th Grade Credits: 5*

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.

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)

MSED9120 *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.

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 self reflection 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.

Food and Nutrition

ML/MLDI/MLDG/MLES/MLESD8001 *7th–8th Grade*

Credits: 5

This course explores the principles of nutrition, food safety, and meal preparation to support healthy living. Students examine how food choices impact physical, emotional, and overall well-being while learning about nutrients, calories, vitamins, minerals, and current dietary guidelines. The course addresses maintaining a healthy weight, preventing eating disorders, and understanding foodborne illness and kitchen safety. Students develop practical culinary skills, including reading recipes, measuring ingredients, planning balanced meals, budgeting, smart shopping, and interpreting food labels. Through the study of major food groups—including fruits, vegetables, grains, dairy, meats, and desserts—students learn how to select, store, prepare, and incorporate a variety of foods into nutritious meals, building lifelong skills for healthy and informed food choices.

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.

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)
MSES274/275 *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)
MSES297/298 *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
MS90181/90182/90183/90184/90185/90186 *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
MS90169/90170/90171/90172/90173/90174 *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
MS90175/90176/90177/90178/90179/90180 *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.

Nutrition and Wellness (Online – Edmentum)
MSED9024 *7th–8th Grade*
Credits: 5
This one-semester course is intended as a practical, hands-on guide. It has 17 lessons organized into four units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. 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. 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; the pre- and posttest questions that come at the beginning and end of the unit and an end-of-semester test. All these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Self Defense A
MS5050 *7th–8th Grade*
Credits: 5
Upon completion of this course you will have learned the basics of self defense. You will have also learned good decision making skills, established effective boundaries, analyzed your circle of influence, and learn changes you can make in your life to be safer. This class will familiarize you with activities that might be suitable for your life long recreation, self defense, and physical fitness.

Tech In Testing; Tech in Testing A/B
MS90112; MS90112, MSED90112/90141 *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
MS90133/90134 *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.

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)

MSES484/485 *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.

Computer Programming 1 A/B (Online – Edmentum)

MSES431/432 *7th–8th Grade*

Credits: 10

Computer Programming 1A/B is a two-semester, hands-on course that introduces students to the foundational concepts of programming and the software development life cycle (SDLC). Students explore number systems, data types, computational logic, and programming structures while learning procedural and object-oriented programming concepts. The course introduces programming languages and paradigms, including web development with HTML and JavaScript, and emphasizes how computers execute programs to solve real-world problems. In the second semester, students examine the phases of the SDLC—analysis, design, development, testing, implementation, and maintenance—while learning how client requirements are gathered, project plans are created, and systems are modeled using Unified Modeling Language (UML). Students also study software testing, quality control, documentation, security risks, and ethical responsibilities in computing environments. Throughout the course, students gain practical coding experience, explore computing careers, and develop an understanding of professional standards and best practices in software development.

Independent Project 1A/1B

MS9090/9091 *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.

Principles of Information Technology A/B CP

CTESKY9199/9200 *7th–8th Grade*

Credits: 10

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.

Student Assistant 7 A/B
MS9023/9024 *7th–8th Grade*
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 Assistant 8 A/B
MS9025/9026 *7th–8th Grade*
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.

Electives – Art & Creative Engagement (ACE)

Students may be required to attend a small group instruction class while taking any of the following classes

ACE Arts Camp (MS)
ACE9003MS *7th–8th Grade*
Credits: 3
Students will explore and engage with the arts across multiple disciplines to learn fundamental history, frameworks, purposes, and methods for artistic expression in the fields of Photography, Ceramics, Textiles, Acting, Drawing, Spoken Word, Dance, Painting, and Fashion Design.

ACE Fashion Design Experience (MS)
ACE6013MS *7th–8th Grade*
Credits: 5
Students will participate in a fully immersive hands-on experience to explore various skills, processes, and jobs within the world of fashion design. They will gain industry skills, insights and inspiration to pursue fashion design as a creative outlet or career path.

ACE Music & Audio Recording (MS)
ACE6003M *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)
ACE6008M *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.

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: Australia/ New Zealand
MS90312 *7th–8th Grade*
Credits: 5
In this Pathways Australia and New Zealand program, students will be exploring and learning about the history and significance of Australia and New Zealand. 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.

Pathways: Camp Cookout
MS90304 *7th–8th Grade*
Credits: 3
The objective of Camp Cookout is to empower students with foundational culinary skills, nutrition awareness, and hospitality mindset through hands-on experiences in a real farm setting. Students will explore cooking techniques, food safety, teamwork, and presentation while working with seasonal, local ingredients. The course promotes confidence, career exploration, and a greater understanding of food systems and sustainability.

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 self compassion 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.

C.8 OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns

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

May 2025

Agenda Item: OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns

Purpose: The Board will review and consider approval of the OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns.

This policy establishes a clear, structured process for identifying, supporting, and referring students in grades 7–12 who may be experiencing behavioral health concerns. It ensures the school provides timely, appropriate interventions and access to services in alignment with **California Education Code §49428.2** - 49428.2 and Senate Bill 153 (2024). It applies to all certificated and classified employees who have direct contact with pupils, including teachers, counselors, administrators, paraprofessionals, and site support staff.

The policy reflects a proactive, student-centered approach that prioritizes early identification, equitable access to supports, and coordination with families and community-based providers.

The policy outlines a framework for how the school will:

- Identify students with behavioral health needs using multiple data sources and observations
- Provide school-based supports and interventions
- Refer students to appropriate internal and external services
- Train staff to recognize and respond to behavioral health concerns
- Continuously evaluate and improve systems of support

It is designed to ensure consistency across school sites while maintaining flexibility to meet individual student needs.

Key Elements include:

Focus on High-Risk Student Groups

The policy prioritizes supports for vulnerable student populations including:

- Students experiencing loss, trauma or social isolation
- Students with mental health or substance use concerns
- Foster youth, homeless students, and students with disabilities
- LGBTQ+ students and pregnant/parenting youth

Structured Referral and Support Process

The protocol ensures:

- Staff identify concerns through data, observations, and stakeholder input
- Students are referred promptly to designated school leadership where coordination of services occurs
- Follow-up monitoring and support adjustments occur consistently

Emphasis on Early Intervention and Prevention

The policy prioritizes:

- Positive Behavioral Interventions and Supports such as but not limited to: contacting and/or holding conference(s) with the student's parent/guardian, restorative conversations, counseling, academic supports, peer support, restorative circle groups, goal setting plans, positive reinforcement systems, classroom-based interventions, behavior plans and mentoring.
- Restorative practices and counseling supports
- Use of intervention in lieu of discipline when appropriate

Coordination with Specialized Supports

The policy ensures alignment with IEP and 504 teams, Foster youth and homeless liaisons, and external behavioral health providers

Ongoing monitoring and continuous improvement

School leadership will review behavioral health trends and service gaps, evaluate effectiveness of interventions, and adjust protocols to improve student outcomes.

Staff Training and Capacity

- Staff training will be required for 100% of its certificated employees and at least 40% of its classified employees who have direct contact with students in grades in accordance with Education Code 49428.2(c)
- All staff that interact with students will receive further training on recognizing signs of behavioral health concerns, appropriate referral pathways and available school and community resources

Fiscal Impact: cost associated with implementing this policy will be absorbed in the School's operating budget.

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns to ensure compliance with state law and strengthen the school's system of behavioral health supports for students.

Options for Youth-San Gabriel
Referral Protocols for Addressing Pupil Behavioral Health Concerns

May 2026

Purpose and Overview

Options for Youth- San Gabriel's (OFY-SG) Referral Protocols for Addressing Pupil Behavioral Health Concerns ("Policy") sets forth the procedures for referrals for students in grades 7-12 to behavioral health professionals and support services in accordance with Education Code section 49428.2. This Policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals.

Addressing the Needs of High-Risk Groups

The school recognizes the importance of ensuring equitable access to behavioral health supports for all students. The school hereby adopts this Policy to address the needs of high-risk student groups, which include but are not limited to the following:

- Pupils bereaved by death or loss of a close family member or friend.
- Pupils for whom there is concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Pupils with disabilities, mental illness, or substance use disorders.
- Pupils experiencing homelessness or placed in out-of-home settings, such as foster care.
- Lesbian, gay, bisexual, transgender, or questioning pupils.
- Pupils experiencing social isolation or lack of consistent interaction with their peers.
- Pupils who are pregnant or parenting.

Referral Protocols and Procedures

I. Assessing School Needs

A meaningful behavioral health system begins with understanding community-specific needs. The Assistant Principal or designee will endeavor to regularly identify student behavioral health trends and identify potential gaps in student services/supports. In doing so, the Assistant Principal or designee may examine data such as, but not limited to, attendance-related data, academic performance data, disciplinary data, and conversations with stakeholders.

II. Building Capacity

OFY-SG will require training for 100% of its certificated employees and at least 40% of its classified employees, who have direct contact with pupils in grades 7-12 in accordance with

Education Code section 49428.2(c). Materials approved by OFY-SG for training shall include how to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both OFY-SG and within the larger community, and when and how to refer students and their families to those services.

The school may provide further professional development opportunities for staff related to pupil behavioral health as well as build relevant partnerships with local community providers.

III. Identifying Students

OFY-SG shall identify students with behavioral health concerns using various methods, including but not limited to the following:

- Any screening tools, surveys, and/or questionnaires as may be distributed to students or families
- Teacher/staff observations
- Parent/guardian and family input
- Data tracking (e.g., discipline or attendance patterns)
- Student writings and assessments

IV. Implementing Student Supports

Students identified by OFY-SG's staff as having behavioral health concerns shall be promptly referred to the Assistant Principal or designee. The Assistant Principal will meet with a student support team to develop services and behavioral supports.

The school shall support students identified with behavioral health concerns as follows:

- The school will offer positive behavioral interventions and support as appropriate, such as but not limited to: contacting and/or holding conference(s) with the student's parent/guardian, restorative conversations, counseling, academic supports, peer support, restorative circle groups, goal setting plans, positive reinforcement systems, classroom-based interventions, behavior plans and mentoring.
    - The school endeavors to use positive behavioral interventions and supports in lieu of disciplinary action as appropriate. Students who receive disciplinary action may also be offered positive behavioral interventions/supports.
- As appropriate, the school may conduct disability-related screenings/evaluations to determine whether the student's behavior reflects an underlying disability.
- As appropriate, the school may refer students to outside agencies (e.g., therapists, social workers, clinics).

- As appropriate, the school may coordinate implementation of supports with the student's IEP/504 Team, the Foster Youth Liaison, and/or the Homeless Liaison to ensure synchronicity with other supports the student may be receiving.
- The school will schedule follow-up checks with students to monitor progress and/or determine if further supports may be required.

V. Continuous Evaluation

The Assistant Principal or designee will endeavor to regularly evaluate these protocols and the school's implementation of these protocols to promote timeliness and efficacy in supporting students with behavioral health concerns.

Student Privacy

OFY-SG recognizes and agrees to abide by the various federal and state student data privacy laws and regulations (including, without limitation, FERPA) with which OFY-SG must comply in connection with this policy.

Authorization and Scope of Practice

Employees of OFY-SG must act only within the authorization and scope of their credentials or license. Nothing in this Policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

C.9 OFY-SG Credit Enrichment and Year-Round Incentive Compensation Programs for Fiscal Year 2026-2027: All Eligible Staff, Assistant Principal, Principal, Director of Schools, and Assistant Superintendent

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

May 2026

Agenda Item: OFY-SG Credit Enrichment and Year-Round Incentive Compensation Programs for Fiscal Year 2026-2027: All Eligible Staff, Assistant Principal, Principal, Director of Schools, and Assistant Superintendent

Purpose: The Board will review and consider the approval of the OFY-SG Credit Enrichment and Year-Round Incentive Compensation Programs for Fiscal Year 2026-2027: All Eligible Staff, Assistant Principal, Principal, Director of Schools, and Assistant Superintendent.

The Board has adopted a discretionary School Year Incentive Program in order to recognize and reward exceptional performance, significant contributions, and substantial accomplishments by the Staff during the applicable school year based on the School's goals and responsibilities. Copies of the School Year Incentive Programs are presented below.

Contract Terms:

- School Year 2026-2027 Incentive Program

Fiscal Impact: Maximum incentives noted in the following pages

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Credit Enrichment and Year-Round Incentive Compensation Programs for Fiscal Year 2026-2027: All Eligible Staff, Assistant Principal, Principal, Director of Schools, and Assistant Superintendent.

2026 Credit Enrichment Incentive Program

Internal Staff

Incentive	Qualified Employee Designations
• If eligible, incentives available: ◦ Full load - Maximum of $5000 ◦ Half load - Maximum of $2500 • Subject to eligibility below for teacher and liaison roles	• Full time, regular, exempt or non-exempt employee with appropriate credential, subject to approval • Must be the teacher of record (or the support teacher)

Eligibility

- Minimum load counts must be met for incentive eligibility
- No partial or prorated incentives apply
- Incentive will be paid out following conclusion of Credit Enrichment Program and confirmation of applicable data
- Credit Enrichment program roles, incentives, or extracurricular activity pay may not be combined. If dual Credit Enrichment roles are necessary for student support, Network Leadership will approve based on need.

Teacher Incentive:

- Minimum 95% MSP
- Must meet student load threshold as defined below for each eligible role:
  - IS Teacher: Minimum 40 student load required before CE student load count applies
    - Full Load = 32 students minimum, Eligible for $5000 incentive, Up to 12 hours of additional duty pay per week
    - Half Load = 16 students minimum, Eligible for $2500 incentive, Up to 6 hours of additional duty pay per week
  - SGI Teacher: Minimum roster thresholds apply for each class offered, as determined by Principal & Director of Schools
    - Teaching 0 - 1 SGI classes during Months 1 and 2
      - Full Load = 32 students minimum, Eligible for $5000 incentive, Not eligible for additional duty pay
      - Half Load = 16 students minimum, Eligible for $2500 incentive, Not eligible for additional duty pay
    - Teaching 2 SGI courses during Months 1 and 2
      - Full Load = 32 students minimum, Eligible for $5000 incentive, Up to 6 hours of additional duty pay per week
      - Half Load = 16 students minimum, Eligible for $2500 incentive, Not eligible for additional duty pay
    - Teaching +3 SGI courses during Months 1 and 2
      - Full Load = 32 students minimum, Eligible for $5000 incentive, Up to 12 hours of additional duty pay per week
      - Half Load = 16 students minimum, Eligible for $2500 incentive, Up to 6 hours of additional duty pay per week
  - AP, Coaches: No minimum thresholds. Subject to approval from Principal and Director of Schools
      - Full Load = 32 students minimum, Eligible for $5000 incentive, Additional duty pay approved by Principal and DOS
      - Half Load = 16 students minimum, Eligible for $2500 incentive, Additional duty pay approved by Principal and DOS
  - Non-exempt Staff:
    - Overtime is subject to approval from Principal and Director of Schools
    - Overtime is actual time worked for Credit Enrichment Program
      - Full Load = 32 students minimum, Eligible for $5000 incentive, Up to 12 additional hours of work per week, Maximum of 3 hours of overtime per day
      - Half Load = 16 students minimum, Eligible for $2500 incentive, Up to 6 additional hours of work per week, Maximum of 3 hours of overtime per day
  - Principal:
    - Participation only on as needed basis and at the discretion of Director of Schools

Liaison Incentive:

- 100% implementation, compliance, and support of Credit Enrichment program
  - Full load, 3 sites or more - Maximum of $5000
  - Half load, 1-2 sites - Maximum of $2500

Draft

2026-2027 Incentive Program - All Full-Time Staff

Max Amount $7,000 (Minus AP/P)

Semesterly

Credit Attainment Evaluated at the Center Level		
		Per Sem
Exceeding	40+%	$750
Meeting	35%-39.9%	$500
Developing	30%-34.9%	$250
Max Total Per Semester		**$750**
Max Annual Total		**$1500**

Core Course Completion Evaluated at the Center Level					
Math	**English**	**Social Studies**	**Foreign Lang**	**Science**	
			SEM 1	**EOY**	**Per Subject**
Exceeding			+4.0	+8.0	$150
Meeting			3.5-3.9	7.0-7.9	$75
Developing			3.0-3.4	6.0-6.9	$25
Max Per Subject Per Semester					**$150**
Max Total Per Semester					**$750**
Max Annual Total					**$1500**

Year End

Renaissance Star Evaluated at the Center Level			
Reading	**Incentive**	**Math**	**Incentive**
60+%	$750	60+%	$750
50%-59.9%	$250	50%-59.9%	$250
40%-49.9%	$100	40%-49.9%	$100
Max Annual Total	**$750**	**Max Annual Total**	**$750**

LCAP Metrics "On-Track" Evaluated at the Charter Level			
Cycle	**30% On-Track**	**60% On-Track**	**100% On-Track**
Year 1	$2000	-	-
Year 2	$500	$2000	-
Year 3	-	$500	$2000
Max Annual Total			**$2000**

School Spotlight Evaluated at the Center Level	
Goal as determined by each School.	**Incentive**
Met	$500
Not Met	$0
Max Annual Total	**$500**

2026-2027 Incentive Program - Assistant Principal

Max Amount $8,000

Semesterly

Credit Attainment Evaluated at the Center Level		
		Per Sem
Exceeding	40+%	$1000
Meeting	35%-39.9%	$750
Developing	30%-34.9%	$250
Max Total Per Semester		**$1000**
Max Annual Total		**$2000**

Core Course Completion Evaluated at the Center Level					
Math	**English**	**Social Studies**	**Foreign Lang**	**Science**	
			SEM 1	**EOY**	**Per Subject**
Exceeding			+4.0	+8.0	$200
Meeting			3.5-3.9	7.0-7.9	$100
Developing			3.0-3.4	6.0-6.9	$50
Max Per Subject Per Semester					**$200**
Max Total Per Semester					**$1000**
Max Annual Total					**$2000**

Year End

Renaissance Star Evaluated at the Center Level			
Reading	**Incentive**	**Math**	**Incentive**
60+%	$750	60+%	$750
50%-59.9%	$250	50%-59.9%	$250
40%-49.9%	$100	40%-49.9%	$100
Max Annual Total	**$750**	**Max Annual Total**	**$750**

LCAP Metrics "On-Track" Evaluated at the Charter Level			
Cycle	**30% On-Track**	**60% On-Track**	**100% On-Track**
Year 1	$2000	-	-
Year 2	$500	$2000	-
Year 3	-	$500	$2000
Max Annual Total			**$2000**

School Spotlight Evaluated at the Center Level	
Goal as determined by each School.	**Incentive**
Met	$500
Not Met	$0
Max Annual Total	**$500**

2026-2027 Incentive Program - Principal

Max Amount $10,000

Semesterly

Credit Attainment Evaluated at the Center Level		
		Per Sem
Exceeding	40+%	$1500
Meeting	35%-39.9%	$1000
Developing	30%-34.9%	$500
Max Total Per Semester		**$1500**
Max Annual Total		**$3000**

Core Course Completion Evaluated at the Center Level					
Math	English	Social Studies	Foreign Lang	Science	
			SEM 1	EOY	Per Subject
Exceeding			+4.0	+8.0	$300
Meeting			3.5-3.9	7.0-7.9	$200
Developing			3.0-3.4	6.0-6.9	$100
Max Per Subject Per Semester					**$300**
Max Total Per Semester					**$1500**
Max Annual Total					**$3000**

Year End

Renaissance Star Evaluated at the Center Level			
Reading	**Incentive**	**Math**	**Incentive**
60+%	$750	60+%	$750
50%-59.9%	$250	50%-59.9%	$250
40%-49.9%	$100	40%-49.9%	$100
Max Annual Total	**$750**	**Max Annual Total**	**$750**

LCAP Metrics "On-Track" Evaluated at the Charter Level			
Cycle	**30% On-Track**	**60% On-Track**	**100% On-Track**
Year 1	$2000	-	-
Year 2	$500	$2000	-
Year 3	-	$500	$2000
Max Annual Total			**$2000**

School Spotlight Evaluated at the Center Level	
Goal as determined by each School.	**Incentive**
Met	$500
Not Met	$0
Max Annual Total	**$500**

2026-2027 Incentive Program - Director of Schools

YEAR END

LCAP Evaluated at the Charter Level	
Metric Completion Rate	**Incentive**
Year 1 (30%)	$3,000
Year 2 (60%)	$3,000
Year 3 (100%)	$3,000
Max Annual Total	**$3,000**

Renaissance Star* Evaluated at the Charter Level			
Reading	**Incentive**	**Math**	**Incentive**
60+%	**$1000**	**60+%**	**$1000**
55%-59.9%	$750	55%-59.9%	$750
50%-54.9%	$500	50%-54.9%	$500
Max Annual Total	**$1000**	**Max Annual Total**	**$1000**

Financial Metric Evaluated at the Charter Level		
		Incentive
Met Or Not Met	**- MIN Certified 42% - MIN Instructional 35% - With 3% Excess Revenue**	$2000
Max Annual Total		**$2000**

Credit Attainment	
Percentage	**Incentive**
30.00% - 33.00%	$1,500
33.01% - 36.00%	$3,000
36.01%+	$5,000
Max Annual Total	**$5,000**

DOS Spotlight	
	Incentive
Met	$3,000
Not Met	$0
Max Annual Total	**$3,000**

ADA Growth Evaluated at the Charter Level	
Growth	**Incentive**
1.00% -2.00%	$2,000
2.01% - 4.00%	$4,000
4.01%+	$5,000
Max Annual Total	**$5,000**

Student Progression* Evaluated at the Charter Level	
Percentage	**Incentive**
79%	$2,500
81%	$7,500
83%	$10,000
Max Annual Total	**$10,000**

OR

District Relations* Evaluated at the Charter Level	
	Incentive
Met	$10000
Not Met	$0
Max Annual Total	**$10000**

*Only 1 metric applies. Determined by duties assigned by Supervisor

SIGNATURE

With my signature below, I affirm that I have read and understand the Year Round Incentive Program for the 2026-2027 school year.

1. Continued employment as a Regular Full-Time is a condition to being eligible to earn the incentive. The employee must be continuously employed and working on an active basis in good standing, as determined by the Company, throughout the summer program and at the time of the payout to be eligible to earn and be paid an incentive.
2. Incentives are only intended to be earned for work performed on or during the summer program and do not apply to special programs (i.e. Saturday School)
3. Eligibility for incentives will be determined, calculated, and paid as outlined in the Business Rules. Payout schedule may be modified due to delays in summer data or business reasons.
4. Employee's eligibility to earn any incentive may be revoked, prorated, or reduced at any time based on any employee status, probationary status, unsatisfactory performance, disciplinary action, periods of absence, cessation of work or any other reason that is deemed necessary or appropriate at the sole discretion on the Company.

Charter: _____ **Center:** _____

Employee's Printed Name:	**Employee's Signature:**	**Date:**

Supervisor's Printed Name:	**Employee's Signature:**	**Date:**

2026-2027 Incentive Program - Assistant Superintendent of Operations

YEAR END

Average Daily Attendance	
Growth	**Incentive**
1.00% -2.00%	$2,000
2.01% - 4.00%	$3,000
4.01%+	$4,000
Max Annual Total	**$4,000**

Excess Revenue	
Percentage	**Incentive**
1.00%-1.99%	$2,000
2.00%-2.99%	$3,000
3.00+%	$4,000
Max Annual Total	**$4,000**

Academic Progression	
Utilization	**Incentive**
80.00% - 82.00%	$2,000
82.01% - 84.00%	$3,000
84.01%+	$4,000
Max Annual Total	**$4,000**

Core Course Completion	
Average Courses	**Incentive**
4.00 - 5.00	$2,000
5.01 - 6.00	$3,000
6.01+	$4,000
Max Annual Total	**$4,000**

Local Control and Accountability Plan	
Metric Completion Rate	**Incentive**
Year 1 (30%)	$2,000
Year 2 (60%)	$3,000
Year 3 (100%)	$4,000
Annual Total	**$4,000**

Instructional Spending	
Percentage	**Incentive**
30.00%-31.99%	$1,000
32.00%-34.99%	$2,000
35.00+%	$3,000
Max Annual Total	**$3,000**

Certificated Spending	
Utilization	**Incentive**
40.00%-40.99%	$1,000
41.00%-41.99%	$2,000
42.00+%	$3,000
Max Annual Total	**$3,000**

1 Year Graduation Rate	
Grad Rate	**Incentive**
77.00% - 80.00%	$2,000
80.01% - 83.00%	$3,000
83.01%+	$4,000
Max Annual Total	**$4,000**

SIGNATURE

With my signature below, I affirm that I have read and understand the Year Round Incentive Program for the 2026-2027 school year.

1. Continued employment as a Regular Full-Time is a condition to being eligible to earn the incentive. The employee must be continuously employed and working on an active basis in good standing, as determined by the Company, throughout the summer program and at the time of the payout to be eligible to earn and be paid an incentive.
2. Incentives are only intended to be earned for work performed on or during the summer program and do not apply to special programs (i.e. Saturday School)
3. Eligibility for incentives will be determined, calculated, and paid as outlined in the Business Rules. Payout schedule may be modified due to delays in summer data or business reasons.
4. Employee's eligibility to earn any incentive may be revoked, prorated, or reduced at any time based on any employee status, probationary status, unsatisfactory performance, disciplinary action, periods of absence, cessation of work or any other reason that is deemed necessary or appropriate at the sole discretion on the Company.

Charter: _____ **Center:** _____

Employee's Printed Name:	Employee's Signature:	Date:

Supervisor's Printed Name:	Supervisor's Signature:	Date:

2026-2027 Incentive Program - Assistant Superintendent of Instruction

YEAR END

Average Daily Attendance	
Growth	**Incentive**
1.00% -2.00%	$2,000
2.01% - 4.00%	$3,000
4.01%+	$4,000
Max Annual Total	**$4,000**

Credit Attainment	
Percentage	**Incentive**
30.00% - 33.00%	$2,000
33.01% - 36.00%	$3,000
36.01%+	$4,000
Max Annual Total	**$4,000**

Academic Progression	
Utilization	**Incentive**
80.00% - 82.00%	$2,000
82.01% - 84.00%	$3,000
84.01%+	$4,000
Max Annual Total	**$4,000**

Core Course Completion	
Average Courses	**Incentive**
4.00 - 5.00	$2,000
5.01 - 6.00	$3,000
6.01+	$4,000
Max Annual Total	**$4,000**

Local Control and Accountability Plan	
Metric Completion Rate	**Incentive**
Year 1 (30%)	$2,000
Year 2 (60%)	$3,000
Year 3 (100%)	$4,000
Annual Total	**$4,000**

English Learners Reclassification Rate	
Reclassification Rate	**Incentive**
55.00% - 60.00%	$1,000
60.01% - 65.00%	$2,000
65.01%+	$3,000
Max Annual Total	**$3,000**

Special Education Academic Progression	
Utilization	**Completion Rate**
76.00% - 78.00%	$1,000
78.01% - 80.00%	$2,000
80.01%+	$3,000
Max Annual Total	**$3,000**

1 Year Graduation Rate	
Grad Rate	**Incentive**
77.00% - 80.00%	$2,000
80.01% - 83.00%	$3,000
83.01%+	$4,000
Max Annual Total	**$4,000**

SIGNATURE

With my signature below, I affirm that I have read and understand the Year Round Incentive Program for the 2026-2027 school year.

1. Continued employment as a Regular Full-Time is a condition to being eligible to earn the incentive. The employee must be continuously employed and working on an active basis in good standing, as determined by the Company, throughout the summer program and at the time of the payout to be eligible to earn and be paid an incentive.
2. Incentives are only intended to be earned for work performed on or during the summer program and do not apply to special programs (i.e. Saturday School)
3. Eligibility for incentives will be determined, calculated, and paid as outlined in the Business Rules. Payout schedule may be modified due to delays in summer data or business reasons.
4. Employee's eligibility to earn any incentive may be revoked, prorated, or reduced at any time based on any employee status, probationary status, unsatisfactory performance, disciplinary action, periods of absence, cessation of work or any other reason that is deemed necessary or appropriate at the sole discretion on the Company.

Charter: _____ **Center:** _____

Employee's Printed Name:	Employee's Signature:	Date:

Supervisor's Printed Name:	Supervisor's Signature:	Date: