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

BOARD OF DIRECTORS
REGULAR MEETING

AGENDA

June 25, 2026
2:00 P.M (PT)

Zoom Meeting Dial-In: 1-669-900-6833
Zoom Meeting ID: 880 2793 9109

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

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

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

OPEN SESSION

1. Call to Order

2. Welcome and Roll Call

3. Public Comment

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

4. Items for Information and/or Action

A. Consent Agenda

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

A.1 Minutes of May 21, 2026
A.2 OFY-SG Employee Handbook for Fiscal Year 2026-2027 and California Addendum
A.3 OFY-SG Revised Board Meeting Calendar for Fiscal Year 2025-2026
A.4 OFY-SG Board Meeting Calendar for Fiscal Year 2026-2027

B. Information Item(s)

B.1 OFY-SG Charter Update	The Board will receive the OFY-SG Charter Update.
B.2 OFY-SG School Wellness Policy Progress to Goals Update	The Board will receive the OFY-SG School Wellness Policy Progress to Goals Update.
B.3 OFY-SG Fall 2026 Local Indicators	The Board will receive the OFY-SG Fall 2026 Local Indicators.
B.4 OFY-SG Financial Update	The Board will review the OFY-SG Financial Update.

C. Action Item(s)

C.1 OFY-SG Budget for Fiscal Year 2026-2027	The Board will review and consider approval of the OFY-SG Budget for Fiscal Year 2026-2027.
C.2 OFY-SG Resolution 2526-02 Approval of the Spending of Funds Received from the Education Protection Account ("EPA") (Res. 2526-02)	The Board will review and consider approval of the OFY-SG Resolution 2526-02 Approval of the Spending of Funds Received from the Education Protection Account ("EPA") (Res. 2526-02).
C.3 OFY-SG Resolution 2526-03 Resolution of the Board of Directors of Options For Youth-San Gabriel, Inc. Approving Renewal Charter Petition, Authorizing Submission to the San Gabriel Unified School District, and Other Actions Related Thereto	The Board will review and consider approval of the OFY-SG Resolution 2526-03 Resolution of the Board of Directors of Options For Youth-San Gabriel, Inc. Approving Renewal Charter Petition, Authorizing Submission to the San Gabriel Unified School District, and Other Actions Related Thereto.
C.4 OFY-SG 2026-2027 Local Control and Accountability Plan ("LCAP") and Annual Update	The Board will review and consider approval of the OFY-SG 2026-2027 Local Control and Accountability Plan ("LCAP") and Annual Update.

C.5 OFY-SG Property Service Agreement Between Lupine Properties, LLC and Options For Youth-San Gabriel, Inc.	The Board will review and consider approval of the OFY-SG Property Service Agreement Between Lupine Properties, LLC and Options For Youth-San Gabriel, Inc.
C.6 OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services Between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc.	The Board will review and consider approval of the OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services Between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc.
C.7 OFY-SG Special Education Services Agreement Between Partners in Special Education, Inc., a Nonpublic, Nonsectarian Agency and Options For Youth-San Gabriel, Inc.	The Board will review and consider approval of the OFY-SG Special Education Services Agreement Between Partners in Special Education, Inc., a Nonpublic, Nonsectarian Agency and Options For Youth-San Gabriel, Inc.
C.8 OFY-SG Program Services Agreement between Blackbird Farm, LLC ("BBF") and Options For Youth-San Gabriel, Inc.	The Board will review and consider approval of the OFY-SG Program Services Agreement between Blackbird Farm, LLC ("BBF") and Options For Youth-San Gabriel, Inc.
C.9 OFY-SG Student Rideshare Transportation Policy	The Board will review and consider approval of the OFY-SG Student Rideshare Transportation Policy.

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 May 21, 2026
A.2 OFY-SG Employee Handbook for Fiscal Year 2026-2027 and California Addendum
A.3 OFY-SG Revised Board Meeting Calendar for Fiscal Year 2025-2026
A.4 OFY-SG Board Meeting Calendar for Fiscal Year 2026-2027

A.1 Minutes of May 21, 2026

MINUTES

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

BOARD OF DIRECTORS
REGULAR MEETING

May 21, 2026

Zoom Dial-In Number: 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

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 May 21, 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 10:30 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
Andy Tsai, Assistant Superintendent of Business Operations, 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
Cynthia Harsen, Chief Financial Officer, 9 Dot Education Solutions, LLC ("9 Dot")
Levik Mansourian, Corporate Controller, 9 Dot

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Alex Salazar, Divisional Controller, 9 Dot
Melissa Bauer, Senior Manager of Corporate Compliance, 9 Dot
Susan Fischer, Corporate Compliance Specialist, 9 Dot
Nalani Santos, Corporate Compliance Coordinator, 9 Dot
Kathleen Daugherty, Founder and Managing Partner, Momni Café LLC
Jennifer Robitaille, Executive Director of Options For Youth-California, Inc.
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. Fischer 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. 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 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 March 12, 2026
A.2 Minutes of March 26, 2026

The Board was provided in their meeting materials with the minutes of the March 12, 2026 and March 26, 2026 Board meetings for the Board's review and approval.

A.3 OFY-SG Revised Fiscal Policies and Procedures

The Board was provided in their meeting materials with 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 the Superintendent's specific personal expense reimbursement and credit card expense reporting were established. Overall, the revised policy strengthens operational efficiency, reinforces compliance, and upholds high standards for financial oversight. The

updated policy establishes limits for non-related party expenses and contracts along with monthly credit card limits across leadership tiers: the Board retains authority over non-related party expenses and contracts of $250,000.01 and above; the Superintendent holds authority for expenses between $100,000.01 and $250,000 with a $15,000 monthly credit card limit; the Assistant Superintendent / Director of Schools holds authority for expenses between $5,000.01 and $100,000 with a $10,000 monthly credit card limit; the Principal (or Principal Designee) holds authority for expenses between $2,500.01 and $5,000 with a $7,000 monthly credit card limit; and the Assistant Principal (or Assistant Principal Designee) holds authority for expenses up to $2,500 with a $5,000 monthly credit card limit. The Superintendent recommended the approval of this item. The proposed motion was to approve the OFY-SG Revised Fiscal Policies and Procedures.

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

B. Information Item(s)

B.1 OFY-SG Charter Update

Ms. Betry presented the OFY-SG Charter Update for the San Gabriel Center. Current enrollment was at one hundred and one (101) students, including thirteen (13) English language learners, twenty (20) students with disabilities, five (5) foster youth and/or homeless youth, and sixty-six (66) low-income students. The student progression rate was strong at 90.7%, and the credit attainment rate was high at 58.7%. Core course completion rates were performing well, with English at 8.1, foreign language at 7, math at 7.4, and science at 6.2. In April, students completed the third round of diagnostic benchmark testing in RENSTAR for math and English, exceeding the 95% completion rate goal. Additionally, students completed state testing, with 7th, 8th, and 11th graders taking the Smarter Balanced Assessment Consortium ("SBAC") in English language arts and math, and 12th graders taking the California Science Test ("CAST"). Beyond academics, students were active in the Associated Student Body ("ASB"), which organized a community trash cleanup at Smith Park, and the wellness group, which hosted a pizza and nutrition workshop focused on healthy food choices and reading nutrition labels. Families were welcomed to campus for a movie night featuring Zootopia, popcorn, and refreshments. The post-secondary counselor hosted a successful College Week with presentations, scavenger hunts, dual enrollment information, and college representatives. Eligible juniors and seniors also attended prom at Dodger Stadium, which provided a memorable experience.

Ms. Marchand presented the update for the OFY-SG Online Program. She shared that student progression remains strong as students work toward graduation and academic goals. In March, the online program team participated in an in-service focused on ALICE training, and the lead Special Education Specialists facilitated a collaborative session on supporting Students With Disabilities, including a deep dive into program review meetings for progress monitoring with parents. Highlights included a Senior Day at Disneyland on April 1st to celebrate upcoming graduates. The direct instruction art program offered three (3) courses—watercolor painting, classic cartooning, and intro to drawing—and recently featured a virtual gallery walk showcasing student work. The eSports program continues to grow with Overwatch matches this semester and a new leadership pathway allowing students to apply for team captain roles. Ms. Marchand highlighted a new initiative sparked by a student who expressed hesitation about attending prom because she did not know anyone; this led to a "prom hangout series" on Zoom to build relationships. Due to its success, the online program will offer monthly senior hangouts via Zoom starting next school year. Ms. Marchand also celebrated a 9th-grade student who serves as an eSports team captain, student council member, student advisory committee member, Cooking Society participant, and a member of the inaugural Science, Technology, Engineering, and Mathematics ("STEM") cohort.

The Board expressed appreciation for the online program's initiatives to bridge the gap in personal contact. Ms. Betry and Ms. Marchand asked the Board if there were any questions, to which there were none.

B.2 OFY-SG Charter Renewal Petition Update

Mr. Moreno presented the OFY-SG Charter Renewal Petition Update. He reported that revisions for the second draft were minimal regarding substantive content, focusing primarily on reformatting and refining the document's structure in consultation with legal counsel and the California Charter Schools Development Center. Reorganizations were implemented to ensure consistency across all seven (7) charter renewal petitions scheduled for submission this year. Key updates in the second draft included establishing consistent naming conventions (such as replacing the term "remediation" with "intervention"), updating sample student and teacher schedules to accurately reflect the current program model, refining descriptions of professional development opportunities, and cleaning up language regarding workforce and career exploration. Mr. Moreno noted that the third and final draft will include completed data sections with explanatory narratives, a proposed three-year budget for the charter, and a finalized exhibit list, keeping the School on track for its presentation to the authorizer, San Gabriel Unified School District. Mr. Moreno asked the Board if there were any questions, to which there were none.

B.3 OFY-SG School Climate Survey Results Overview

Ms. Betry presented the OFY-SG School Climate Survey Results Overview. She noted that the School partnered with Skyrocket to administer the annual Altitude Survey to students, parents, and staff, in alignment with Local Control Funding Formula ("LCFF") Local Priority 6. The survey captured community perceptions around safety, inclusion, engagement, leadership, and overall school connectedness. Key strengths from the results included high confidence in social-emotional and physical safety, strong ratings in connection, belonging, and inclusion, and positive evaluations of staff professionalism. Areas of opportunity included improving perceptions of fairness and clarity around school rules (which still scored above the target threshold of 4 out of 5), strengthening student-teacher relationships, addressing social media peer pressure concerns, and creating more opportunities for peer-to-peer student connections. School leadership will utilize these insights to inform the 2026-2027 LCAP development, professional development planning, and schoolwide initiatives.

In response to a question from Ms. Gondo regarding how the School encourages connections among online students, Ms. Betry shared that administrators regularly collaborate across the network to share creative ideas. She highlighted an ongoing three-day art and design camp at the San Gabriel center involving twenty (20) students, opportunities for sports participation across Southern California to help students connect, and organized student lunchtime groups. Ms. Betry asked the Board if there were any additional questions, to which there were none.

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

Ms. Gondo opened the OFY-SG Public Hearing on the 2024-2027 Local Control and Accountability Plan ("LCAP") for Fiscal Year 2026-2027. Ms. Betry presented the item, explaining that this marks the third year of the three-year LCAP cycle. The School projects approximately $1.37 million in supplemental funding specifically focused on increasing and improving services for high-needs students (English learners, foster youth, and low-income students), with a total of just over $2 million in proposed LCAP actions and expenditures for the 2026-2027 school year. Ms. Betry reviewed the three (3) core LCAP goals: Goal One focuses on academic achievement and individualized instruction tailored to English learners, Long-Term English learners ("LTEL"), Students With Disabilities ("SWD"), and socioeconomically disadvantaged pupils; Goal Two centers on enhancing college and career readiness, increasing graduation

rates, and expanding dual enrollment and Career and Technical Education ("CTE") pathways, noting that an approved Memorandum of Understanding ("MOU") with Pasadena City College will bring on-site dual enrollment courses this fall; and Goal Three focuses on fostering a secure learning environment, school safety, and relationship-building, including expanded safety measures through a dedicated school safety coordinator.

Ms. Gondo asked if there were any public comments regarding the specific goals, actions, and expenditures proposed. There were no comments from the public, and staff confirmed no comments had been received through other means. Ms. Gondo declared the Public Hearing on the 2024-2027 Local Control and Accountability Plan ("LCAP") for Fiscal Year 2026-2027 closed.

B.5 OFY-SG Financial Update

Mr. Salazar presented the OFY-SG Financial Update. The financial update was based on the March 2026 close, which was comprised of actuals from July through March plus the budget for April 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 Second Principal Apportionment ("P2") Average Daily Attendance rate ("ADA") was 408.43, and total revenue was forecasted at $7,412,335. Certificated Salaries and Benefits totaled $3,501,298 (47.24% of revenue), and Instruction and Related Services (including certificated salaries and benefits) was projected at $6,261,924 or 84.48% of revenue. Non-instructional expenses included Operations and Facilities at $432,597 and Administration and Other Activities at $591,430. The projected excess revenue was $126,384, representing an excess revenue percentage of 1.71%. The School met and exceeded its Certificated spending benchmark by $517,833 and the total Instructional spending benchmark by $358,697, resulting in no need-to-spend liability.

Mr. Salazar reviewed the line-by-line Income Statement, highlighting that total expenses for the year were $7,285,951, with total payroll and benefits (certificated and non-certificated) accounting for $3,682,198 (49.68% of revenue). In the Variance Analysis Report, using a threshold of 1% of Year-to-Date expenses ($55,169), an unfavorable variance was noted in non-certificated stipends due to them being unbudgeted. An unfavorable variance in staff development was also noted, but Mr. Salazar explained this was offset by the Arts, Music, and Instructional Materials Grant utilized for remedial skills and intervention. On the Balance Sheet as of March 31, 2026, total assets were $8,010,221, total liabilities were $3,695,945, and total net assets were $4,314,276. The Cash Forecast showed a cash balance of $2,133,587 in bank as of March 31, 2026, projected to be $1,679,732 by June 30, 2026, and $1,413,274 by December 31, 2026.

Ms. Gondo inquired about the status of a Special Education service reimbursement expected from San Gabriel. Mr. Salazar and Mr. Richard Moreno reported that communications with the district are ongoing and expected to be finalized within a couple of months. They confirmed that the reimbursement will not affect the School's spending benchmarks but will improve its overall cash position. Mr. Salazar asked the Board if there were any further questions, to which there were none.

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

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

Mr. Salazar presented the OFY-SG Internal Revenue Service ("IRS") Form 990 and California Franchise Tax Board Form 199 for Fiscal Year 2024-2025. The Board was asked to 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. Form 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. This was an informational return, on which no tax is paid or levied on the School. Mr. Salazar reviewed Parts I through XII of the Form 990. By completing Part IV, the organization determines which schedules are required. Form 199 is the FTB version of the Form 990 but in a different format. This return was based upon the Audited Financials presented to the Board in January. This return was reviewed and approved by the Board President. This return was prepared and electronically filed by CliftonLarsonAllen LLP, the School's contracted audit firm and tax preparer. There was no fiscal impact. The Superintendent recommended the approval of this item. Mr. Salazar asked the Board if there were any questions, to which there were none.

Ms. Gothold moved to ratify the OFY-SG Internal Revenue Service ("IRS") Form 990 and California Franchise Tax Board Form 199 for Fiscal Year 2024-2025. Ms. Varuzhanyan seconded. There was no further discussion from the Board. The motion passed unanimously by roll call vote.

C.2 OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. ("OFL-BP")

Mr. Tsai presented on the OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. ("OFL-BP"). The Board was asked to 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 and the online program has grown, there was a need to amend this Shared Employee Lease Agreement to provide 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 with the online program. All other aspects of the agreement will remain unchanged. The fiscal impact is the School's proportionate share of Online Program Employee Expenses based on ADA. The Superintendent recommended the approval of this item. Mr. Tsai asked the Board if there were any questions, to which there were none.

Ms. Gothold moved to approve the OFY-SG Amended Shared Employee Lease Agreement with OFL-Baldwin Park, Inc. ("OFL-BP"). Ms. Varuzhanyan seconded. There was no further discussion from the Board, and the motion passed unanimously by roll call vote.

C.3 OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc.

Mr. Tsai presented the OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc. The Board was asked to 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. Through contract negotiations, the School achieved its goals of lowering its service fees and securing long-term rate stability. The agreement reduces the service fees from 7% to 6.85% over the course of the term. The contract term is effective July 1, 2026, through June 30, 2036, with standard renewal provisions if conditions are met. Additionally, the School worked with legal counsel to solidify and expand its termination clause to maintain necessary operational flexibility, which includes provisions for termination for cause, material breach, or non-renewal of the charter. The fiscal impact was a reduction in fees from 7% to 6.85%. The Superintendent recommended the approval of this item. Mr. Tsai asked the Board if there were any questions, to which there were none.

Ms. Gothold moved to approve the OFY-SG Services Agreement between 9 Dot Education Solutions, LLC and Options For Youth-San Gabriel, Inc. Ms. Varuzhanyan seconded. There was no further discussion from the Board, and the motion passed unanimously by roll call vote.

C.4 OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc.

Mr. Tsai presented the OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc. The Board was asked to review and consider the approval of the OFY-SG Services Agreement between Skyrocket, Inc. and Options For Youth-San Gabriel, Inc. Skyrocket provides comprehensive services for accountability, assessment, college and career, curriculum, professional development, school business, and school improvement. Through strategic contract negotiations, the School achieved its goals of lowering its service fees and securing long-term rate stability. The agreement reduces the service fee from 5.85% down to 5.00% over the course of the contract. The contract term is effective July 1, 2026, through June 30, 2036, with standard renewal provisions if conditions are met. Additionally, the termination provisions were solidified and expanded in collaboration with legal counsel to provide the School with enhanced operational flexibility, including provisions for termination for cause, material breach, or non-renewal of the charter. The fiscal impact includes a 0.85% fee reduction from 5.85% to 5.00%, resulting in an estimated annual savings of $11,034 and an estimated total savings of $110,340 over the course of the term. The Superintendent recommended the approval of this item. Mr. Tsai asked the Board if there were any questions, to which there were none.

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

C.5 OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027

Ms. Betry presented the OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027. The Board was asked to review and consider the approval of the OFY-SG Declaration of Need for Fully Qualified Educators for Fiscal Year 2026-2027. This annual declaration assists the School in finding qualified teachers to fill open positions throughout the year. The Board must adopt the declaration at a regularly scheduled public meeting to certify that there is an insufficient number of certificated persons who meet the School's specified employment criteria for the position(s) listed on the form. By submitting this annual declaration, the School certifies that a diligent search to recruit a fully prepared teacher for the assignment(s) has been made, and if a suitable fully prepared teacher is not available, the School will make a reasonable effort to recruit based on the priority stated in the declaration. There was no fiscal impact. The Superintendent recommended the approval of this item.
Ms. Gondo asked if the School had any openings at the moment. Ms. Betry stated that the School did not have any open positions at the moment and was fully staffed, but noted that due to the nature of the program, this annual item provides the School with a necessary level of flexibility when responding to staffing needs.

Ms. Gothold moved to approve the OFY-SG Declaration of Need for Fully Qualified Educators 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.6 OFY-SG Data Sharing Memorandum of Understanding ("MOU") with Options for Youth-San Gabriel Inc. and the California College Guidance Initiative ("CCGI")

Mr. Moreno presented the OFY-SG Data Sharing Memorandum of Understanding ("MOU") with Options for Youth-San Gabriel Inc. and the California College Guidance Initiative ("CCGI"). The Board was asked

to 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"). 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 across California to assist students in preparing for postsecondary opportunities, including applying to community colleges, California State University ("CSU"), and University of California ("UC") systems. Entering into this MOU allows for the secure exchange of student data for educational purposes, provides counselors with access to CaliforniaColleges.edu tools, and enables the direct uploading of student transcripts and supporting documents to the platform, creating a streamlined application process for CSU and UC institutions. The agreement includes strict data privacy protections and complies with all applicable state and federal laws, including FERPA. The contract terms specify that the agreement will remain in effect until either party chooses to terminate it, with an advance written notice of 60 days required by either party. There was no fiscal impact. The Superintendent recommended the approval of this item. Mr. Moreno asked the Board if there were any questions, to which there were none.

Ms. Gothold moved 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"). Ms. Varuzhanyan seconded. There was no further discussion from the Board, and the motion passed unanimously by roll call vote.

C.7 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 asked to 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 operational resource outlining students' rights, responsibilities, academic expectations, and school safety notifications, ensuring compliance with California Education Code regulations. The 2026–2027 Student Handbook incorporates final edits introduced in March alongside recommendations made by legal counsel. The handbook features previously established updates, including embedding the 2026–2027 Academic Calendar, updated policies (Uniform Complaint Procedures, Discipline, Search and Seizure, Student Smartphone, Security Surveillance, Transportation, and Immunization regarding Personal Belief Exemptions), and mandatory Education Code updates (Dual Enrollment Annual Notification, Student Planning Guide, Family Safety Planning under AB 495, CCGI requirements under §60900.5, Graduation Adornment Summaries under AB 1369, Section 504 plan reviews updated to no longer than every three years, and Laptop Restitution fine maximums adjusted to $26,000). New additions to the handbook include transitioning to gender-inclusive pronouns throughout the text, expanding the Truancy Section, and adding military youth, migratory youth, and newcomer youth when defining special student populations. There was no fiscal impact. 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 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 revise 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. Ms. Varuzhanyan seconded. There was no further discussion from the Board, and the motion passed unanimously by roll call vote.

C.8 OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns

DRAFT

Ms. Frymark presented the OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns. The Board was asked to review and consider approval of the OFY-SG Referral Protocols For Addressing Pupil Behavioral Health Concerns. Developed in alignment with California Education Code §49428.2 and Senate Bill 153 (2024), this policy formalizes a clear, structured framework across school sites for identifying, supporting, and referring students in grades 7–12 who may be experiencing behavioral health concerns such as anxiety, depression, trauma, substance abuse, grief, or social isolation. It applies to all certificated and classified employees with direct pupil contact and prioritizes equitable access to supports for vulnerable, high-risk student populations, including foster youth, homeless students, students with disabilities, LGBTQ+ youth, and pregnant/parenting youth. Under the structured protocol, staff identify concerns through observations, attendance drops, survey responses, or student assignments and notify the Assistant Principal, who then coordinates services with the Student Support Team ("SST"). The policy emphasizes early intervention, prevention, counseling, and restorative practices in lieu of discipline when appropriate. For Fiscal Impact, associated costs will be absorbed within the School's operating budget. The Superintendent and school leadership team recommended the approval of this item.

Ms. Gondo asked if Assistant Principals receive specialized training since cases are referred to them. Ms. Frymark confirmed that while they already perform this in practice, formal staff training will be rolled out after Board approval. Ms. Gondo requested that periodic updates regarding the long-term effectiveness of the protocols be shared with the Board as it is rolled out.

Ms. Gothold moved 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. Ms. Varuzhanyan seconded. There was no further discussion from the Board, and the motion passed unanimously by roll call vote.

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

Mr. Tsai presented 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 was asked to 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. This discretionary School Year Incentive Program recognizes and rewards exceptional performance, significant contributions, and substantial accomplishments by the Staff during the 2026–2027 school year based on the School's goals and responsibilities. This year's program has all of the same instructional metrics from the prior year. It also brings back the "School Spotlight Goal," a performance-based metric successfully tested last year that enables school leadership to collaborate with staff to develop goals tailored specifically to their students' unique passions and needs. The incentive program covers the 2026–2027 school year. Maximum potential incentives are outlined within the materials provided to the Board. The Superintendent recommended the approval of this item. Mr. Tsai asked the Board if there were any questions, to which there were none.

Ms. Gothold moved 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. 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 June 25, 2026 at 10:30

DRAFT

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 11:34 A.M. (PT).

_____

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

DRAFT

A.2 OFY-SG Employee Handbook for Fiscal Year 2026-2027 and California Addendum

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

June 2026

Agenda Item: OFY-SG Employee Handbook for Fiscal Year 2026-2027 and California Addendum.

Purpose: The Board will review and consider the approval of the OFY-SG Employee Handbook for Fiscal Year 2026-2027 and California Addendum.

The Human Resources policies of the School (the "Company") are outlined in this handbook. Additional policies applicable to employees in California are included in the California Addendum. The purpose of this handbook is to help staff remain current, aware of changes to existing policies, and to learn about new programs and policies. This handbook was compiled and will be distributed for use by the employees of the Company.

Summary of Updates:
The following new policies have been added:

1. Salary Deductions for Exempt Employees with Insufficient Wellness Hours
2. Artificial Intelligence Policy

The following policies have been revised and updated:

1. Strengthened language prohibiting employees from connecting with students on personal social media or posting images or identifying information of students, family members, or visitors.
2. Added language prohibiting employees from posting photos or personal information of other employees without their voluntary and express consent.
3. Added language clarifying that workplace cameras are not intended to prohibit or restrict employees from engaging in protected activities.
4. Added AB 2534 employment verification requirements, including disclosure obligations related to credible complaints, substantiated investigations, and disciplinary actions involving egregious misconduct.
5. Clarified the required work periods and eligibility criteria for Semester 1, Semester 2, and Credit Enrichment incentives.
6. Added minimum usage increments to the Wellness Hours Policy
7. Clarified that Wellness Hours do not accrue during leaves of absence exceeding ten (10) days.
8. Expanded the Victims of Crime Policy to include confidentiality protections, anti-retaliation provisions, reasonable accommodation rights, and information regarding the required employee pamphlet.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Employee Handbook and California Addendum, as presented, and to ratify revisions made in alignment with required labor and employment laws throughout the fiscal year, in consultation with the School's legal counsel, and to authorize 9 Dot to facilitate actions related thereto.

Options For Youth

Public Charter Schools

Employee Handbook

Options for Youth - San Gabriel, Inc.

2026-2027

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SECTION 1: INTRODUCTION

OUR MISSION

OFY San Gabriel, Inc. is the best independent study public school empowering underserved students by unlocking their passions and dreams and moving them daily towards graduation and beyond.

ABOUT THIS HANDBOOK

The Human Resources policies of OFY San Gabriel, Inc., hereinafter referred to as "the Company," are outlined in this handbook. Additional policies applicable to employees are contained in the Addendum. The Company operates in the State of California, and this handbook is drafted in accordance with California laws and regulations. Employees who reside or work outside of California must refer to their respective state-specific addendum which complies with the laws of their state.

Understanding these policies will help you in your present position and throughout your career with the Company. Keep your handbook readily accessible as a useful reference guide. From time to time, as policies change, you will receive Addendum pages to update your handbook. This will help you to remain current, advise you of changes to existing policies, or to learn about new programs and policies. This handbook was compiled and distributed for use by the employees of the Company only.

The Company expects all employees to understand and comply with the provisions in this handbook. Employees who do not understand any provisions in this handbook must immediately notify their supervisor or 9Dot Human Resources Department at 626-788-1060 or helpdesk@hello9dot.com.

Unless 9Dot Human Resources is notified that you have questions or request assistance, it will be considered that you have a complete understanding of all the provisions in this handbook.

INTRODUCTION

This employee handbook applies to all employees, and is intended to provide guidelines and summary information about the Company's personnel policies, procedures, benefits and rules of conduct. This handbook is not intended to be a contract of employment for any period of time or termination only for cause.

It is important that you read, understand and comply with the standards that have been established. Please talk with your supervisor if you have any questions or need additional information.

It is obviously not possible to anticipate every situation that may arise in the workplace, or to provide information that answers every question. Other than the "at-will" policy, the Company may change, rescind, cancel, withdraw or add any sections or provisions, or any policies, benefits, or practices described in the handbook at any time or from time to time, at its sole and absolute discretion, with or without prior notice, but will communicate all changes to our employees. The information in the employee handbook supersedes and replaces all previous handbooks, personnel policies, procedures, benefits, and rules of conduct.

Notwithstanding the above, all benefit plans referred to in this handbook may be further defined in legal documents, including insurance contracts, official plan tests, and trust agreements. Should any question ever arise about the nature and extent of the benefit plans, the formal language of the plan documents, and not the informal wording of this handbook, must necessarily govern.

RIGHT TO REVISE

This employee handbook contains the employment policies and practices of the Company in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded, except that the California Addendum additionally applies to all California employees.

The Company reserves the right to revise, modify, delete, or add to any and all policies and procedures, work rules or benefits stated in this handbook or in any other document, except for the policy of "at-will" employment. No one other than the Superintendent has any authority to alter the "at-will" relationship. Any such agreement must be in writing and signed by the Superintendent and the employee.

No employee, officer, or director of the Company is authorized to make oral modifications of this handbook, as no oral statements or representations can, in any way, alter the provisions of this handbook.

AT-WILL EMPLOYMENT

The relationship between the employee and the Company is for an unspecified term and considered employment at-will. This means that the Company can change the terms and conditions of employment with or without notice, with or without cause, including, but not limited to termination, demotion, promotion, transfer, compensation, benefits, duties and location of work. Nothing in this handbook or in our benefit plans is intended to create, expressly or by implication, a contract, guarantee of continued employment for any specified period of time, or guarantee that benefits will not be changed or discontinued. The employment relationship with any employee can be terminated at-will, either by the employee or the Company with or without cause or advance notice. No one other than the Superintendent has any authority to alter the "at-will" relationship. This policy of at-will employment can only be changed by an express written agreement signed by the Superintendent of the Company.

EQUAL EMPLOYMENT OPPORTUNITY

The Company is committed to equal employment opportunity for all qualified persons, without regard to race (including traits associated with race, including but not limited to, hair texture and protective hairstyles), color, national origin, ancestry, sex, religion, creed, age (40 or above), gender, mental or physical disability, past or present membership in uniformed service, application for membership in the uniformed service, medical condition (as defined under state employment laws), pregnancy, marital status, citizenship, sexual orientation, gender identity or expression, or any other status or characteristic protected by applicable law. This applies to all employment practices, including recruitment, hiring, compensation, leaves of absence, lay off, placement, Company benefits, promotions, demotions, transfers, training, disciplinary action, and termination. To the full extent required by applicable law, the Company will provide reasonable accommodation to any qualified employee or applicant with a known physical or mental disability.

This policy applies at all locations where Company business is conducted, including, but not limited to, the Company's facilities and worksites, and at the facilities and

worksites of clients of the Company, and in any work-related setting, including during business meetings, business travel and business-related social events. The Company requires all of its employees, including supervisors and managers, to comply with this policy when dealing with any individual or business with whom its employees come into contact in connection with Company business. The Company prohibits all employees (including coworkers, supervisors, and managers) and third parties, with whom a Company employee comes into contact, from engaging in conduct prohibited by this policy.

In furtherance of this policy, the Company will not permit the use of racial, religious, age related, sexual or ethnic epithets, innuendos, slurs or jokes within its facilities. Epithets, innuendos, slurs or jokes related to membership in any of the above listed categories are totally prohibited. All employees (including supervisory personnel) shall conduct themselves in a totally professional manner and shall refrain from sexual advances, verbal or physical conduct of a sexual nature, or requests for sexual favors. Any employee who violates the above policy and the Company's commitment to equal employment opportunity shall be subject to immediate discipline, including termination.

We expect all employees to show respect towards all other employees, and to demonstrate a commitment to the Company's equal opportunity objectives. If you observe or are subjected to any conduct that may be a violation of this policy, or if you believe that the policy has been violated or have any question regarding this policy or any conduct, you should report it immediately to your supervisor or 9Dot Human Resources.

Employees may also call the We Want to Know Hotline at (800) 990-8384. The Company will promptly investigate any complaint and take appropriate corrective action, including disciplinary measures when justified to remedy violations of this policy. All complaints will be promptly handled and thoroughly investigated in an impartial and timely manner by qualified personnel who will reach reasonable conclusions based on the information collected in the investigation. To the extent possible and consistent with a fair investigation, complaints will be kept confidential. Violation of this policy may result in disciplinary action, up to and including termination.

The Company prohibits retaliation against any employee for reporting conduct in violation of this policy or for assisting or participating in any investigation of any complaint pursuant to this policy.

IMMIGRATION LAW COMPLIANCE

The Company is committed to full compliance with the federal immigration laws, and will not knowingly hire or continue to employ anyone who does not have the legal authorization to work in the United States. At the time of initial hire, employees must provide proof of their legal authorization to work in the United States within three days of their date of hire. If the required proof is not provided, we will terminate the employee as required by law. Employees who were hired with documentation indicating an expiration date to their work authorization period must provide an updated work authorization prior to the expiration date. Failure to provide evidence of renewal or eligibility to continue to work in the United States will result in termination.

POLICY AGAINST HARASSMENT

The Company is committed to providing a work environment that is free of unlawful discrimination and harassment. In keeping with this commitment, the Company will not tolerate harassment for any reason by supervisor/managers, co-workers or others.

Harassment can take many forms including, but not limited to, harassment based on race (including traits associated with race, including but not limited to, hair texture and protective hairstyles), religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition (as defined under employment laws), genetic information, marital status, reproductive health decision making, sex, pregnancy, gender, gender identity, gender expression, age (40 or above), sexual orientation, or military and veteran status. Prohibited harassment also includes conduct based on the combination of two or more protected bases. This policy is intended to prohibit offensive conduct, either physical or verbal, that threatens human dignity and employee morale and that interferes with a positive and productive work environment. Such conduct will result in disciplinary action up to and including termination of employment.

Sexual and other harassment based on protected characteristics is unlawful. Such prohibited conduct has no legitimate business purpose and exposes not only the Company, but also the individuals involved in such conduct, to significant liability under the law. Accordingly, the Company is committed to vigorously enforcing this policy at all levels.

In keeping with this commitment, the Company maintains a strict policy prohibiting unlawful harassment, including sexual harassment. This policy applies to all employees, including supervisor/managers and non-supervisory employees, applicants, volunteers, interns and persons providing services pursuant to a contract (hereinafter, collectively, "covered persons"). Thus, personnel at all levels have the obligation to avoid any act or actions that may suggest harassment.

Prohibited Conduct

The Company prohibits unlawful harassment in any form, including:

- VERBAL CONDUCT such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations or comments, in violation of the Company's Equal Employment Opportunity policy.
- VISUAL CONDUCT such as derogatory posters, cartoons, drawings, or gestures.
- PHYSICAL CONDUCT such as assault, blocking normal movement, or interference with work directed at an employee because of the employee's gender or other protected basis, as described in the Company's Equal Employment Opportunity policy.
- THREATS AND DEMANDS to submit to sexual requests in order to keep a job or avoid some other loss, and offers of job benefits in return for sexual favors.

Sexual harassment constitutes unlawful discrimination under federal, state, and local laws. Sexual harassment is defined in the Equal Employment Opportunity Commission Guidelines as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to the conduct is made a term or condition of employment;
- Submission to, or rejection of the conduct is used as the basis for employment decisions affecting the harassed employee; or
- The harassment has the purpose or effect of unreasonably interfering with an employee's work performance, or creates an intimidating, hostile or offensive work environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, examples of these behaviors include but are not limited to:

- unwanted sexual advances or requests for sexual favors;
- sexual jokes and innuendo;
- verbal abuse or advances of a sexual nature;
- commentary about an individual's body, sexual prowess or sexual deficiencies;
- leering, catcalls or touching;
- insulting or obscene comments or gestures;
- display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and
- other unwelcome physical, verbal or visual conduct of a sexual nature.

Employees who violate this policy are subject to discipline, up to and including warnings, reprimands, suspension, and/or termination.

No employee, including any administrator, department head, or supervisor/manager, shall threaten or insinuate, either explicitly or implicitly, that a covered person's refusal to submit to sexual advances will adversely affect the individual's employment, compensation, advancement, assigned duties, or any other term or condition of employment or career development.

Harassment based on any other protected characteristic is likewise strictly prohibited. Such unlawful harassment may include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of their race, color, religion, sex, national origin, age, disability, citizenship, marital status, sexual orientation, gender identity or expression, or any other characteristic protected by law that:

- has the purpose or effect of creating an intimidating, hostile or offensive work environment;
- has the purpose or effect of unreasonably interfering with an individual's work performance; or
- otherwise adversely affects an individual's employment opportunities.

This policy prohibits unlawful harassment, discrimination and retaliation, whether engaged in by co-workers, supervisor/managers or others. This policy prohibits unacceptable conduct in all interactions arising from the employment relationship, including those in the workplace, in any work location, and in any work-related setting, including during business meetings and business-related social events.

Any covered person who believes they have been subjected to harassment by a coworker, supervisor/manager or visitor, or is a witness to such harassment or has information regarding such harassment, must immediately report the facts of the incident or incidents and the names of the individuals involved to the employee's supervisor, manager, the 9Dot Human Resources Department, the Principal or the Title IX coordinator, as applicable. Employees may also call the We Want to Know Hotline at (800) 990-8384.

The Company will immediately investigate any complaint and take appropriate preventive and/or corrective action. All complaints will be promptly handled and thoroughly investigated in an impartial and timely manner by qualified personnel, including the Title IX coordinator, as applicable, who will reach reasonable conclusions based on the information collected in the investigation. To the extent possible and consistent with a fair investigation, all complaints will be kept confidential.

The federal and California state discrimination laws are enforced by the Equal Employment Opportunity Commission and the California Civil Rights Department, respectively, which have their own complaint procedures and the authority to award legal remedies. **For California employees, the California Civil Rights Department can be reached at 800-884-1684. An online training course regarding sexual harassment prepared by the California Civil Rights Department is available at https://calcivilrights.ca.gov/SHPT.**

Employees who have questions about this policy or conduct or statements are expected to immediately discuss with 9Dot Human Resources.

Retaliation against an employee for making a good faith complaint or bringing such conduct to the attention of the Company or for participating in an investigation, proceeding, or hearing conducted by the Company is also a violation of this policy and will not be allowed. Violation of this policy may result in disciplinary action, up to and including termination. Additionally, making false and malicious statements is also a basis for discipline, up to and including termination.

SECTION 2: COMMUNICATION

OPEN COMMUNICATION

To facilitate opportunities for development and goal achievement for our employees, the Company is committed to provide a communicative working climate. Our practice is to treat each employee as an individual and to develop a spirit of teamwork - individuals working together to attain a common goal.

The Company has an open-door policy to discuss any job concerns. In most cases, it is preferable for you to use the normal chain of command to communicate your concerns to management, and talk with your immediate supervisor first. However, there may be times when you would feel more comfortable talking to Human Resources or your manager. In this circumstance, you are encouraged to use those avenues to discuss directly with them any concerns you have about Company policies, job assignments, working conditions, or any question or problem that may affect your performance or relationship with the Company.

We firmly believe that with direct, open communication, we can continue to work directly to resolve any difficulties that may arise, and develop a mutually beneficial relationship.

PROBLEM RESOLUTION PROCEDURE

The Company recognizes that employees may have questions or problems regarding their work, working conditions, policies, procedures or other work-related issues. In order to actively encourage employees to express their concerns and to seek resolution of their questions, the Company has established a problem resolution procedure for all employees. The Company is committed to have employee problems resolved as quickly as possible and in a considerate manner, FREE FROM REPRISAL OR RECRIMINATION FOR USING THE PROCEDURE.

The following informal procedure should be followed as appropriate:

- The issue should initially be raised verbally by the employee to the person or persons involved. If the issue cannot be resolved, present the issue to your immediate supervisor or manager. Experience has shown that most, if not all,

problems can be resolved through frank and open discussion between the employee and the supervisor or manager.

- If the issue is not resolved to the employee's satisfaction through discussion with the manager, present the complaint in writing to 9Dot Human Resources Department.
- If you still are not satisfied with the Human Resource's decision, you can utilize the Mutual Agreement to Mediate/Arbitrate. However, you must do so within the time periods set forth in that agreement. Your failure to comply with all of the required procedures including, but not limited to, the time and notice requirements, contained in the Mutual Agreement to Mediate/Arbitrate, may result in your waiver of your right to proceed in arbitration or in court regarding any dispute, issue, or claim covered by the Agreement.

ARBITRATION

An arbitration agreement is included in your orientation documents for you to sign. Binding arbitration is a means of resolving disputes between the Company and an employee. It is a process in which a professional arbitrator resolves or decides the dispute, and both parties agree to follow the arbitrator's findings. If the matter is not resolved, it must be submitted to and determine exclusively by final and binding and private arbitration under the Federal Arbitration Act, conducted in conformity with the then-current JAMS Employment Arbitration Rules and Procedures, a copy of which may be obtained at www.jamsadr.com or upon request by the employee, through 9Dot Human Resources Department. Submission of a claim for arbitration ("Written Demand for Arbitration") must be in writing and must describe the factual basis of all claims asserted. The arbitration shall be conducted before a single Arbitrator.

COMPANY BULLETIN BOARDS

Posted information on Company bulletin boards is for the benefit of all employees. You will find posters that explain state and federal laws, as well as updated information about Company policies and procedures. You are responsible for checking Company bulletin boards on a regular basis and for reading all posted materials. Please do not post, remove or alter materials on the bulletin boards at any time, without approval from 9Dot Human Resources.

SOLICITATION & DISTRIBUTION OF LITERATURE & INFORMATION

It is the Company's intent to provide a productive workplace for employees and a workplace free of litter. As a result, the Company has adopted the following rules regarding solicitation and distribution of literature:

- No outsiders shall be allowed to solicit or distribute materials on Company premises.
- Employees shall not engage in solicitation of any kind during working time.
- Employees shall not distribute literature of any kind during working time.
- Employees shall not distribute literature of any kind in working areas at any time.

Distribution includes but is not limited to brochures, pamphlets, posters, email, fax, and other forms of communication.

"Working time" includes the working time of both the employee doing the soliciting and distributing, and the employee to whom the soliciting and distributing is being directed. "Working time" does not include time allotted for rest or meal periods or periods before or after work. "Working areas" means any area of the premises where employees are performing work, excluding, for example, break rooms, restrooms, and parking lots. Employees who are unclear as to whether an area is a work or non-work area should consult with a supervisor for clarification. All-staff email or literature distributions must be cleared by 9Dot Human Resources. This policy is not intended to restrict communications or actions protected or required by state or federal law.

EMAIL, INTERNET & ELECTRONIC COMMUNICATIONS & EMPLOYEE PRIVACY

The Company has specific agreements for the use of its computer network and internet. In addition, when using Company facilities or communication systems, there should be no expectation of privacy in the use of Company property or facilities including:

- Mail, faxes, or deliveries to Company location
- Desks, storage areas, lockers and other Company spaces and materials
- Cars located on Company property
- Packages, articles or other containers brought into the Company
- All Company computers, voice mail, electronic mail and messaging systems
- All outside internet connections used for Company business or accessed by a Company computer

Also Included with the New Hire Paperwork are:

- Computer Network/Internet Acceptable Use Regulations

If you have not received copies of these documents, please obtain them from 9Dot Human Resources.

SECTION 3: COMPENSATION

CLASSIFICATION OF EMPLOYEES

The Company classifies employees in a number of different ways, as follows:

Introductory Employee- You are considered to be an introductory employee if you are within the first ninety (90) days of employment (or any extension of that period).

Regular, Full-Time Employee- You are considered to be a regular, full-time employee if you have satisfactorily completed the introductory period and are regularly scheduled to work thirty (30) hours or more per week. Regular, full-time employees qualify for holiday, Personal Time Off (Wellness Hours) pay and other designated Company benefits.

Regular, Part-Time Employee- You are considered to be a regular, part-time employee if you have satisfactorily completed the introductory period and are regularly scheduled to work less than thirty (30) hours per week. Regular, part-time employees, depending on your employment status, may be eligible for certain Company benefits.

Temporary Employee- You are considered to be a temporary employee if employed for a limited period of time, or on an as needed on-call basis. Temporary employees, depending on your employment status, may be eligible for certain Company benefits. An employee will not change from a temporary status to another status unless notified in writing.

Seasonal Employee- You are considered to be a seasonal employee if you perform labor that, by its nature, is not performed continuously throughout the year and may only be performed at certain times during the year. Seasonal employees, depending on your employment status, may be eligible for certain Company benefits. An employee will not change from a seasonal status to another status unless notified in writing.

Exempt Employee- Exempt employees do not have limits on the hours that may be worked in a given workweek and are expected to work the hours needed to accomplish their job responsibilities. Exempt employees are not covered by the overtime provisions of state and federal law, and are, therefore, not eligible for overtime pay.

Non-exempt Employee- Non-Exempt employees are eligible to receive overtime pay, if applicable, in accordance with the provisions of state and federal law. For these employees, an accurate record of actual time worked is required.

Off the clock work is strictly prohibited. Any non-exempt employee found to have worked off the clock will be paid for all time worked and subject to discipline, up to and including termination. The Company also strictly prohibits any supervisor/manager from forcing, directing, coercing, requesting, condoning, or otherwise permitting a non-exempt employee to work off-the-clock. Any employee who receives an instruction to work off-the-clock should disregard the instruction, record all hours worked, and report the incident to 9Dot Human Resources immediately.

PAY PROCEDURES

The workday for payroll purposes is defined as a consecutive twenty-four (24) hour period that begins at 12:00 AM each day. The work week for payroll purposes is seven (7) consecutive days, from 12:00 AM each Saturday to 11:59 PM the following Friday. Calculations for overtime pay are based on these definitions.

Normal business hours are 8:00 AM - 5:00 PM, Monday through Friday. Non-exempt employees will be assigned a work schedule during specific hours, which normally does not exceed eight (8) hours per day. There will be no exceptions, unless approved in advance by management. Hours worked in addition to an employee's normal schedule may be worked only with the employee's supervisor/manager's permission.

A pay period is a two-week period of time that is defined by the Payroll Department on an annually published payroll schedule. Employees are paid on the Friday following the end of each pay period. Payroll deductions for federal and social security taxes, as well as Medicare are required by law.

Payroll Deductions Required by Federal and State Law:

- Federal income
- State income (if applicable)
- Social Security
- State disability insurance (if applicable)

- Medicare Unemployment

No other deductions will be made unless authorized in writing by the employee, or required or allowed by law, contract, or employee obligation. For a more complete list and details, please contact your Payroll Department.

You may also sign up for direct deposit to your checking or savings account. To enroll in direct deposit, you must designate this in Workday or contact the Payroll Department.

For weeks in which a Company holiday occurs, the payroll schedule may vary. Notification of changes will be provided. Please contact the Payroll Department for a current bi-weekly payroll schedule.

If you discover a mistake in your paycheck, lose your paycheck or have it stolen, notify the Payroll Department immediately. The Company seeks to promptly correct errors.

If you have any questions about your paycheck, your rate of pay or other compensation issues, please discuss those with your supervisor or the Payroll Department.

INCENTIVE PAY

Company staff may be eligible for discretionary incentive pay based on their position and compensation package offered for an applicable school year. Additional information may be obtained from your supervisor. Staff must be currently employed in a Regular Full-Time or Regular Part-Time capacity at the time of the payout to be eligible to receive any incentive pay.

Continued employment as a Regular Full-Time or Regular Part-Time employee during the applicable school year and incentive period, and on both the calculation and payout dates are a condition to earning the discretionary incentive pay. Staff will not be eligible for discretionary incentive pay if they leave the Company for any reason prior to the calculation and pay out date of the discretionary incentive pay. Incentive programs are subject to review each year at the sole discretion of the Company and are not guaranteed. Employees will be notified if they are eligible, and of their eligibility requirements. Eligibility for incentives is at the discretion of the Supervisor and can be withheld due to disciplinary, performance or other issues at the sole discretion of the Company.

MEAL & REST PERIODS

Meal and rest periods are intended to provide employees an opportunity for rest and relaxation. Accordingly, they should be taken away from employee work areas and employees are not permitted to perform any duties during such periods or work "off the clock." Meal and rest periods cannot be used to shorten your workday or be accumulated for any other purpose.

Non-exempt employees are provided with meal and rest periods in their workday as follows:

Meal Periods:

- An unpaid meal period of at least thirty (30) minutes is provided for non-exempt employees who work more than five hours per workday.
- A meal period may be voluntarily waived, as permitted by law.
- A meal period may not be extended beyond the assigned time period. Check in with your supervisor regarding the length of your meal period.
- Meal periods are unpaid and must be recorded as "Lunch Out/In" on the non-exempt timecard.
- Employees may not leave early or arrive late in place of taking a meal period or break.

Meal periods are not paid. It is the employee's responsibility to remember to take meal periods. During meal periods, the employee is not to perform any work duties, is not expected to remain on-call, and is free to leave the premises and perform personal activities. Non-exempt employees must accurately record when they begin their meal period and when their meal period ends.

Based on business needs, the duration and time of meal periods may be changed, consistent with applicable laws. The Company will provide notice of any such changes.

Employees should review the Addendum for the meal-period requirements applicable to them.

Rest Periods:

- All non-exempt employees who work at least three and one half (3½) hours in a work day are authorized and permitted to receive one ten (10) minute paid rest period for each four (4) hours, or major fraction thereof worked.
- Rest periods may not be combined with the meal period or used for make-up time.

Employees are expected and encouraged to take all rest and meal periods, and be fully relieved of duty during those times. Employees on meal or rest periods are not permitted to interfere with other employees who are continuing to work.

Time spent on rest periods will be compensated as working time, and nonexempt employees are not required to sign out and in on their timecard. However, employees are expected to be punctual in starting and ending all meal and rest breaks. It is the employee's responsibility to remember to take these rest breaks.

If any supervisory employee discourages an employee from taking a meal period and/or rest period, or does anything to impede their ability to take a meal period and/or rest period, the employee must notify 9Dot Human Resources immediately.

TIME RECORDS

A non-exempt employee's time card is the record of hours worked upon which a payroll check is based. Care must be taken to see that the time card is prepared accurately and submitted by the employee. A paycheck cannot be accurately prepared unless a time card is accurately submitted by the employee for the supervisor/manager's approval.

On a daily basis all non-exempt employees must accurately record their actual times (i.e., in and out times) when beginning work and ending work each work day, and when beginning a meal period and ending a meal period. All non-exempt employees must clock out their actual time whenever leaving the premises and upon return to the work premises, unless when leaving the work premises on authorized business or when on a paid rest period. (For example, 8:03 AM, rather than 8:00 AM, and 4:59 PM, rather than 5:00 PM, if accurate.)

It is the employee's responsibility to submit complete and accurate time records. By signing the time record, the employee affirms that it accurately reflects the hours worked, whether it is regular or overtime, and any absences from work.

When completing a time record, do the following:

- Be sure time record accurately reflects all time worked
- Be sure all meal breaks taken are accurately recorded.

Ten (10) minute rest periods do not need to be recorded.

If a timecard correction is needed, the employee must email their supervisor prior to the timecard deadline with the requested correction, including the reason for the change and the specific dates and times that need to be updated.

Theft of time is a serious offense. Altering, falsifying or tampering with time records, recording time on another employee's time record, or signing in or out for another employee may result in disciplinary action, up to and including termination of employment.

OVERTIME & MAKE-UP TIME

Overtime

From time to time, non-exempt employees may be asked to work beyond their normally scheduled hours or on a regularly scheduled day off. Non-exempt employees may be required to work overtime, according to the needs of the Company. For all overtime hours worked, employees will be paid in accordance with state and federal laws. All overtime must be approved in advance by the supervisor. Employees who work overtime that had not been authorized in advance will be paid for the time worked, but will be subject to disciplinary action, up to and including termination.

Exempt employees are expected to work the hours that will ensure all projects are completed in a timely manner, which may require working beyond a normal work day or week or beyond normal office/company hours.

PERFORMANCE EVALUATIONS

A performance evaluation is a formal method of planning, monitoring, evaluating and recognizing work performance. It is a way of communicating performance expectations, and of receiving feedback from your supervisor. Generally, evaluations occur annually. Salary increases are not guaranteed, and are impacted by several factors which may include, but are not limited to: quality and quantity of work, teamwork and personal growth. The general economic conditions, current industry standards, and Company business needs may also influence our salary practices.

INTERNAL JOB OPENINGS

As a general practice and at the sole discretion of the Company, most job openings will be posted for the staff via Workday, as they become available. In some cases, positions may be filled without an internal Workday job posting. Whenever practical, internal candidates will be given first consideration for posted positions. For more information on how to apply or the eligibility requirements, please see your supervisor or 9Dot Human Resources Department.

PROMOTIONS AND TRANSFERS

It is the Company's intent to fill job openings from within the Company whenever practical and appropriate, and to give qualified employees the first opportunity to apply for promotions and job transfers. At the Company's discretion, most jobs are posted internally before outside recruiting begins. However, because of the experience, skills, and educational requirements of many jobs, promotions and transfers from within the Company are not always possible.

To be considered for a posted position, an employee must have completed six months in their current job and should submit an Internal Job Application available via Workday. Factors that may be reviewed in considering an employee for a promotion or a transfer might include the employee's past and current performance, experience, attitude, qualifications, potential for growth, and length of service. The Company reserves the right, at its sole discretion, to promote, demote, transfer, and modify positions, as needed, to meet the demands of our changing work environment.

SECTION 4: BENEFITS

GROUP INSURANCE PLANS

All full-time employees who work and are regularly scheduled to work thirty (30) or more hours per week are eligible to participate in the Company's group insurance plans.

Currently, the Company pays for a portion of the premiums for insurance coverages. Employee contributions to the plan are paid by payroll deduction, which must be authorized in writing at the time of eligibility.

Detailed information about eligibility, coverage, limitations, exclusions, co-insurance amounts, deductibles, premiums, and dependent eligibility will be made available to you at the time you become eligible for coverage. Contact 9Dot Human Resources Department for further assistance.

CONTINUATION OF BENEFITS

Under the federal Consolidated Omnibus Budget Reconciliation Act (COBRA), employees and qualified beneficiaries may be eligible to continue their group medical and dental insurance benefits at the full cost of the Company group rate plus an administrative fee.

The length of COBRA continuation coverage, up to a maximum of thirty-six (36) months, will be determined by the applicable qualified event.

Qualifying Events include:

- Death of the covered employee
- Termination of employment (other than for gross misconduct) or reduction of hours worked, which renders the employee ineligible for coverage
- Divorce or legal separation
- A dependent child reaches the maximum age allowed under the group plan

At or about the time of termination, or other qualifying event, you will receive notice of continuation information, time limits and procedures.

It is your responsibility to maintain your portion of the benefits premiums if conversion is elected.

SECTION 125 TAX REDUCTION PLAN FOR EMPLOYEE BENEFITS INSURANCE PREMIUMS

The Company is able to offer eligible employees the ability to pay for their insurance premiums with “before tax” dollars rather than “after tax” dollars. As you become eligible for these benefits and you elect to cover yourself, and/or your eligible family members, you will become a plan participant of our “Section 125” Tax Reduction Plan. A plan summary will be made available to you when you enroll for insurance.

RETIREMENT PLAN

The Company recognizes the efforts of its employees and wishes to encourage planning for their retirement years by permitting employees to participate in a retirement savings plan.

For additional plan information and eligibility requirements, please contact the 9Dot Human Resources Department, or refer to your Summary Plan Description (SPD).

WORKERS’ COMPENSATION INSURANCE

The Company, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers’ compensation benefits provided to injured employees may include:

- Medical expenses
- Benefits to replace lost wages
- Assistance to help qualified injured employees return to suitable employment

To ensure that you receive any workers’ compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor
- Seek medical treatment and follow-up care if required

- Complete a written Employee's Claim Form (you may obtain one from 9Dot Human Resources Department) and return it to Human Resources
- Provide the Company with a certification from a health care provider in the Medical Provider Network (MPN), or your pre-designated health care provider regarding the need for workers' compensation disability leave, as well as your eventual ability to return to work from the leave

Workers' compensation fraud is illegal. Any person who files or contributes to the filing of a fraudulent workers' compensation claim may be subject to imprisonment in state prison, or by fine, or by both. Where the Company has reason to believe that fraud has occurred, the Company has an obligation to cooperate with the appropriate legal authorities to take action against the fraud. The following are examples of illegal activities:

- Filing a claim for an injury or illness that does not exist
- Pretending that an injury happened at work when it really happened off the job
- Making a false statement to support another employee's claim for workers' compensation benefits

SOCIAL SECURITY

All employees of the Company are covered under the provisions of the Federal Social Security law. Social Security benefits are intended to supplement your family's retirement income and provide disability and survivors' benefits. The amount of deduction from your wages for Social Security taxes is matched by the Company. The total contribution by you and the Company is credited to your social security account.

Detailed information about your social security benefits can be obtained from the Social Security Administration.

HOLIDAYS & HOLIDAY PAY

Regular full-time and regular part-time employees who work and are normally scheduled to work at least twenty (20) hours each workweek, and who have

completed at least thirty (30) days of continuous service, will be eligible to receive holiday pay. Temporary employees are not eligible for holiday pay.

The schedule of holidays that the Company will observe during each school year will be published by Human Resources before the beginning of the school year. The schedule for the current school year may be requested from Human Resources. The holiday schedule is subject to change at the Company's discretion.

The following general provisions apply to holiday pay:

- Holidays will be observed on the calendar day(s) designated by the Company for observance.
- To be eligible for holiday pay, employees must work their last scheduled workday before the holiday and their first scheduled workday after the holiday, unless an employee is out with Wellness Hours as approved by their supervisor, or unless otherwise excused with prior approval by Human Resources.
- Employees on leaves of absence are not eligible for holiday pay on holidays that are observed during the period they are on unpaid leave.
- If a holiday falls during an employee's period of approved paid time off, the employee will receive holiday pay, and will not be charged for paid time off on the day the holiday is observed.
- Holiday pay will not count as hours worked, including for the calculation of overtime.
- Holidays are paid at your normal rate of pay for the number of hours you are regularly scheduled to work. Eligible regular part-time employees are eligible for holiday pay only when a holiday falls on a regularly scheduled workday.
- Temporary employees are not eligible for holiday pay.

LEAVES OF ABSENCE

During your employment with the Company, you may find it necessary to request a leave of absence. Under federal and state laws, there are a number of leaves permitting time off. Personal leaves may also be requested, but this type of leave may not protect your position within the Company.

In the Addendum packet and on the following pages, you will find specific information about the leaves that are available.

This will include:

- How to request a leave
- The eligibility for leave
- The length of time you may request
- Whether your leave will be paid or unpaid
- What documents you must present for leaves, including medical and family leaves
- What documents or releases are necessary before you return to work

The following general provisions apply to leaves of absence:

- Employees on medical, pregnancy-related disability, family medical or workers' compensation leaves of absence must provide written certification from their treating health care provider, and recertification, as permitted by law.
- A request for an extension of a leave of absence must be made with 9Dot Human Resources prior to the expiration date of the original leave, and when appropriate, must be accompanied by documentation, e.g., a treating health care provider's written statement, that certifies the need for the extension.
- Failure to return to work on the first workday following the expiration of an approved leave of absence will be considered a voluntary resignation.
- During any approved leave of absence, employees do not accrue Wellness Hours, service time, or benefits, except as specifically provided under Company policy or required by law. Holidays are not paid during unpaid leaves of absence.
- Eligibility for continued coverage under the Company's group insurance plans will be determined based on the type of leave. Details will be explained to eligible employees at the time of leave.

- To continue coverage under the Company's group insurance benefit programs, an employee granted a leave of absence must make pay arrangements for group insurance premiums before going on a leave of absence. Failure to pay your employee share of the premium may result in loss of coverage. Certain types of leaves preclude cancellation of coverage, even if premiums are not paid by the employee. Employees who fail to return to work at the end of an approved leave of absence may be required to reimburse the Company for group insurance premiums paid by the Company during the period of time that the employee was on leave.
- The Company reserves the right to permanently replace an employee during a leave of absence, as permitted by law.
- Employees on leave of absence may be subject to layoff on the same basis as active employees.
- The Company may hold in abeyance or proceed with any counseling, performance review or disciplinary action, including discharge, that was contemplated prior to any employee's request for, or receipt of a leave of absence, or for reasons that have come to the Company's attention during the leave. If any action is held in abeyance during the leave of absence, the Company reserves the right to proceed with the action upon the employee's return.
- Requesting or receiving a leave of absence in no way relieves employees of their obligation while on the job to perform their job responsibilities and up to the Company's expectations, in accordance with applicable law, and to observe all the Company rules, policies and procedures.
- As permitted by law, employees on leave of absence must communicate with the Company on a regular basis, at least once every thirty (30) days of absence, unless otherwise instructed by the Company, regarding their status and anticipated return to work date, unless excused in advance.
- Employees who return to work from a medical, pregnancy related disability, family medical, or workers' compensation leave of absence may be required to submit to a physical examination, at the Company's expense.
- Employees who seek to return to work from a medical, pregnancy related disability, family medical, or workers' compensation leave of absence may be

required to submit medical certification from the employee's health care provider supporting the employee's release to work and any applicable restrictions, if any.

- Employees on leave of absence who seek or accept work or other employment, whether or not for compensation, during the leave without the Company's prior written approval will be considered as resigned from the Company.
- Employees timely returning from a medical leave that is satisfying the requirements of Federal Family and Medical Leave Act (FMLA) are entitled to reinstatement to the employee's original or equivalent position if available.
- Employees who falsify the reason for their leave of absence may be subject to disciplinary action, up to and including termination of employment.
- All foreseeable leaves of absence must be approved in advance, in writing, by 9Dot Human Resources.
- Use of Wellness Hours – Leaves of absence in excess of available, accrued Wellness Hours time will be without pay to the extent authorized by law.
- Where employees are eligible for a leave under any leave of absence provided by the Company, the California Family Leave policy, and/or the Family and Medical Leave policy, the leaves will run concurrently.

TIME OFF FOR RELIGIOUS REASONS - WELLNESS HOURS

It is the Company's intent to reasonably accommodate the known religious observances and practices of employees, when to do so would not impose an undue hardship on the Company. Please talk to your supervisor or 9DOT Human Resources if you need to take time away from work for religious reasons. Your time away from work will be unpaid, unless there is accrued available Wellness Hours.

TIME OFF TO VOTE

If you are a registered voter and do not have enough time outside of working hours to vote in a state-wide election, you may take time off work to vote. Up to two (2)

hours may be taken in order to vote in a state-wide election without loss of pay. The requested time off should be at the beginning or the end of the work schedule in order to minimize the length of time needed. Employees must request time off to vote at least two working days prior to the election, and must justify to management that time off is really necessary. Because the polls are generally open for extended periods, you are encouraged to vote before or after work.

UNEMPLOYMENT INSURANCE

The Company pays unemployment insurance taxes on your behalf to both the state and federal governments. These taxes fund the payment of unemployment insurance benefits to you should you become eligible to receive them. In most cases, you must file a claim in order to collect benefits.

SECTION 5: PERFORMANCE STANDARDS

WORK RULES & PERFORMANCE STANDARDS

In order to align with our Company's core values of mutual trust and mutual respect, we all must conduct ourselves in a professional manner at all times.

It is not possible to provide a complete list of every work rule or performance standard. As a result, the following list is illustrative rather than exhaustive, and is not inclusive of all behaviors which may potentially result in disciplinary action, as the Company may determine, up to and including termination of employment. This disciplinary policy creates no contractual rights for continued employment or termination only for cause, and does not modify the Company's policy of at-will employment.

Job Performance

An employee may be disciplined for poor job performance, as determined by their supervisor. Some examples of poor job performance are as follows:

- Below expected work quality or quantity.
- Poor attitude, rudeness or offensive behavior.
- Inability or unwillingness to perform the duties assigned to you in a satisfactory manner.
- Excessive or unexcused absenteeism and/or tardiness, absence from assigned duties without permission, or failure to comply with attendance standards or procedures, or failure to timely return to work as scheduled after an approved leave of absence.
- Failure to timely and fully comply with Company policies, procedures, instructions or standards.

Misconduct

Some examples of misconduct are as follows:

- Behavior or an omission which interferes with operations or brings discredit on the Company.
- Violation of the Company's policies against discrimination and/or harassment.
- Violation of the Company's alcohol, drugs and controlled substances policy.
- Falsification of or omission from employment applications, time records, expense reports or other Company records or reports.
- Failure to timely report a work-related accident to your supervisor or giving misleading or false information during an investigation.
- Theft, misappropriation, destruction or unauthorized possession of Company or others' records, property or equipment, or any form of dishonesty.
- Behavior which endangers or threatens the safety, health or well-being of fellow employees, students, or the public. Behavior which violates the safety standards established by the Company, including fighting or attempted bodily injury, possession of a weapon (or any part thereof) or the use of profane, abusive or threatening language or conduct.
- Illegal or unlawful conduct, which may cause the employee to be regarded by the Company as unsuitable for continued employment or cause a person to become concerned for their safety.
- Insubordination, including, but not limited to, refusal to comply with instructions from a supervisor.
- Divulging or using confidential or proprietary information about the Company's business activities, plans, employees or student information to unauthorized persons, entities, or sources.
- Soliciting, procuring, or engaging in immoral or indecent conduct during working hours or at any time at any work or work-related locations.
- Making malicious, false, profane, insulting, or derogatory statements that may damage the integrity or reputation of the company, its services, students, or employees.

This list is not inclusive of all performance and misconduct issues.

ATTENDANCE

At the time of hire, you were advised of your daily work schedule. Because co-workers and students at the Company depend on you, it is important that you arrive at work on time and perform your job duties until the end of your assigned work schedule.

From time to time, it may be necessary for you to be late or absent from work. The Company recognizes that emergencies, illnesses, or pressing personal business that cannot be scheduled outside of your work hours may occur. If you are unable to report to work or are going to be late, you must call, text, or email your supervisor as early as possible before your scheduled start time, with the reason for your absence or tardiness, the time you expect to be at work, and a telephone number where you can be reached. If you are unable to call or email your supervisor, you are responsible for having a representative notify your supervisor as required under this policy. Whenever possible, and before your scheduled time, you must notify your supervisor IN ADVANCE of any foreseeable or planned absence.

You are responsible for keeping management informed during your absence, and in the case of illness, to provide medical verification when asked to do so.

Excessive absences, tardiness or leaving early can have a very negative effect on your co- workers and productivity. A pattern, or repetition of absences, tardiness or leaving early, or failure to comply with reporting procedures stated above, will be considered a disciplinary/performance issue, and will subject you to disciplinary action, including termination of employment.

An employee who does not report to work on a scheduled work day or who does not call in to report the absence to their supervisor as required will be considered to have abandoned their employment after three (3) consecutive scheduled days of such absence.

If you are ill while at work or have an emergency necessitating that you leave work early, you must report to your supervisor for authorization before leaving. If your supervisor is not available, contact 9Dot Human Resources for approval before leaving work.

PERSONAL & PROFESSIONAL APPEARANCE

The Company requires its employees to present a professional atmosphere at all times and to be role models for our students. Good grooming, a neat, clean appearance, and appropriate attire are essential to presenting a positive impression to our students, clients, vendors and others who frequently visit our facilities. Their impression of the Company is formed by the impression of the people who work here.

Management has the discretion to determine appropriateness in appearance. Employees who do not meet a professional standard may be sent home to change, and will not be paid for that time off.

An employee unsure of what is appropriate should check with their supervisor/manager.

As a guidance, the following will not be deemed appropriate:

- Gym clothes or casual tank tops
- Sheer clothing or midriff-exposing clothing
- Graphics or slogans (The Company or school logos excepted)
- Open-toed shoes or footwear
- Low necklines exposing chest areas or below or high hemlines

CONFIDENTIALITY & SECURITY

All information regarding the Company and its business plans, curriculum and finances, as well as students and their families must remain strictly confidential. Sensitive information is frequently discussed in meetings in order to meet the individual needs of our students more effectively. However, this information may not be shared with anyone unless there is a business necessity to meet the needs of the student or family.

Any inquiries about the Company, its students, former students, employees, or former employees should be referred directly to the corporate offices. Except with the approval of the Superintendent or 9Dot Human Resources Department, employees are not allowed to initiate or facilitate contact with the media on the Company's

behalf concerning Company affairs, including policies, services, procedures, or students/employees. All media inquiries should be directed to your direct supervisor and to 9Dot Human Resources.

The security of Company property is of vital interest to the Company. All employees share responsibility to ensure that proper security is maintained. Company property includes not only tangible property, such as desks and computers, but also intangible property such as information. Of particular importance are proprietary and confidential information. Proprietary and confidential information includes all information obtained by employees during the course of their employment, and any information that is not generally known to the public. Student lists, student files, personnel files, computer records, financial and marketing data, curriculum, instruction materials, notes, correspondence, photos, recordings, and Company trade secrets are examples of proprietary and/or confidential information.

Given the nature of the Company's business, protecting proprietary and confidential information is very important. This information is an important asset of the Company. As a result, employees must not use or disclose any proprietary or confidential information about or relating to the Company they obtain during their employment with the Company, except as specifically required by their jobs in connection with authorized business purposes only. No Company property or information pertinent to the Company or its business or students may be copied or removed from Company facilities (physically, electronically, or otherwise) without the advance permission of an authorized supervisor. This obligation remains even after an employee's employment relationship with the Company ends.

In addition, employees must observe good security practices. Proprietary and confidential information must be kept secure from outsiders, including visitors and all other persons who do not have a legitimate reason to know, see, or use such information. Violations of this policy may result in discipline, up to and including termination of employment. If you discover a violation of this policy or believe that any violation occurred or may occur, you must immediately notify 9Dot Human Resources Department or the Superintendent if you believe that 9Dot Human Resources Department is involved in the violation.

Nothing in this confidentiality and security policy is intended to or shall be applied to prohibit or in any way restrict employees from discussing with one another, or with third parties who are not competitors of the Company, wages, hours, and other terms and conditions of employment, or to engage in legally-protected disclosure

activity, including exercising rights to engage in protected concerted activity and other conduct protected under Section 7 of the National Labor Relations Act. Nor does this confidentiality policy prohibit an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee has reason to believe is unlawful. In addition, an employee shall not be held criminally or civilly liable under any Federal or State trade secret law for the disclosure of a trade secret that is made either: (i) in confidence to a Federal, State, or local government official, either directly or indirectly, or to an attorney, and solely for the purpose of reporting or investigating a suspected violation of law; or (ii) in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal.

EMPLOYEE PRIVACY

The Company maintains and uses many facilities and communication systems, such as telephones, regular mail, special delivery services, e-mail, voice mail, outside internet connection services, fax machines, desktop and laptop computers, etc., which are designated to make the Company's operations effective and efficient. It is important to recognize that these facilities and communication systems are business facilities and systems.

THE USE OF COMPANY FACILITIES OR COMMUNICATION SYSTEMS IS LIMITED TO THE CONDUCT OF COMPANY BUSINESS. PERSONAL USE OF COMPANY FACILITIES OR COMMUNICATION SYSTEMS IS PROHIBITED. EMPLOYEES SHOULD NOT EXPECT PRIVACY WITH RESPECT TO THE USE OF ANY OF THE COMPANY'S FACILITIES OR COMMUNICATION SYSTEMS OR COMPUTERS USED FOR COMPANY BUSINESS.

The Company reserves the right, and will exercise its rights when it determines that appropriate circumstances exist, to do the following:

- Inspect all mail, faxes, or deliveries sent to any Company location, no matter to whom it is addressed.
- Inspect all desks, lockers, and other Company materials and spaces at any Company facility.
- Inspect all cars located on any Company property.
- Inspect all articles, packages, or other containers brought onto or taken from any Company facility.

- Inspect all Company computers (desktop, laptop, digital pads and mainframes), devices, telephones, voice mail, messaging and electronic mail systems and storage systems, including auditing of electronic and voice messages on Company's systems.
- Cancel any employee's privilege to use any or all of its facilities or communication systems.
- Inspect all outside internet connection services, storage systems and I-cloud services, which are used for Company business, paid for by the Company, or accessed by a Company computer.
- Place cameras in the workplace or outside around the workplace, to monitor use of, and activities at the Company premises.The use of the cameras in the workplace is not intended to prohibit or restrict employees from discussing with one another wages, hours, and other terms and conditions of employment, or to engage in legally protected disclosure activity, including exercising rights to engage in protected concerted activity and other conduct protected under the federal National Labor Relations Act.

COMPANY PROPERTY

It is the responsibility of any employee at any time upon request of the Company or upon termination of employment, to return all Company property, including all equipment, documents, materials, and information in all forms and copies, whether or not issued by the Company to them at any time during their term of employment that has not previously been returned to the Company. All such property must be returned on or before the last day of work, or at any time upon request. If you wish to keep such property as a laptop or cell phone, you must request and obtain approval and make arrangements to purchase those items from the Company and to delete all Company information from such items before they are received or given to you. Failure to return Company property may be reported to legal authorities and require you to reimburse the Company for those items.

TELEPHONE USAGE

Use of Cellular Phones

Employees should have no expectation of privacy in using cellular phones issued by the Company for employee use for business purposes. Please exercise good judgment in the use of cellular phones at all times.

Non-exempt employees who use their personal cell phones for business or work purposes must get approval from their supervisor prior to doing so. Non-exempt employees who use their personal phones with Google Voice, VOIP service or personal cell phone usage must only use their phones during their scheduled work shift and must record all time worked on their timecard. Using phones outside of their scheduled shift hours must be pre-approved by their supervisor as overtime.

Employees whose job responsibilities include regular or occasional driving are expected to comply with State Law as well as Company policy, which prohibits use of hand-held cellular phones while driving. Texting, e-mailing, and use of a GPS navigator on a smartphone or other devices while driving is prohibited. When driving, please do not conduct any Company business on cell phones or other devices unless you are using a hands-free device or unless you safely stop the vehicle before doing so.

Safety must come first before all other concerns. Special care should be taken in situations where there is traffic, inclement weather or when driving in unfamiliar areas. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Use of Company Telephones

Please limit both the frequency and duration of non-business use of Company telephones to emergencies or other urgent matters. You are expected to exercise good judgment in the use of Company phones.

Failure to comply with these policies for Company phone and personal cell phone use may result in disciplinary action, up to and including termination of employment.

DRIVER'S LICENSE & DRIVING RECORD

Employees whose work requires operation of a motor vehicle must present and maintain a valid driver's license, proof of insurance and a driving record acceptable to the Company's insurance carrier. From time to time, employees will be asked to submit a copy of their driving record. Any changes in your driving record or automobile insurance must be reported to the Company immediately. Failure to do so may result in disciplinary action, up to and including termination.

Employees who cannot maintain adequate insurance or an acceptable driving record as determined by the Company will not be permitted to operate a motor vehicle in the course of their duties. If driving is an essential function of the position, failure to maintain insurance and/or acceptable driving record may result in termination.

All employees driving a vehicle on Company business must immediately report to their supervisor any accident, any moving and/or non-moving violation for which they are cited. The Company accepts no responsibility for citations issued to an employee by any law enforcement agency while driving a vehicle on Company business, except those for mechanical violations on Company owned or leased vehicles. Liabilities created by any citation issued due to driver action will be the responsibility of employees who receive them.

Safety must come before all other concerns. All employees operating vehicles on Company business are required to obey all traffic regulations, and must wear seat belts at all times. Employees are not permitted to use a hand-held cellphone, or read or send email or text messages when driving.

OUTSIDE ACTIVITIES & BEHAVIORS

While the Company does not seek to interfere with your lawful off-duty conduct, certain types of off-duty conduct may interfere with the Company's legitimate business interests.

Employees are expected to conduct their personal affairs in a manner that does not adversely affect the Company's integrity, reputation or credibility. Off-duty conduct that adversely affects the Company's legitimate business interest or an employee's ability to perform their work will not be tolerated and may result in discipline, up to and including termination.

Participation in social media or websites including, but not limited to Facebook, Instagram, Tik Tok, or X (formerly Twitter) should be restricted to private limited access so that any private and personal conversations and pictures cannot be accessed by anyone other than close acquaintances, and not be made available to students and parents. Posting of students' pictures or information about students, or their families, or the Company or its business, or Company proprietary or confidential information of Company or Company's employees, including co-workers, supervisors or management, on social media or a personal website is not permitted under any circumstances. Staff are prohibited from following, friending, connecting with, or messaging students through personal social media accounts.

Nothing in this policy is intended to or shall be applied to prohibit or in any way restrict employees from discussing with one another, or with third parties who are not competitors of the Company, wages, hours and other terms and conditions of employment.

SOCIAL MEDIA POLICY

The Company respects employees' rights to use social media sites during their personal time. In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity website, web bulletin or chat room, whether or not associated or affiliated with the Company, as well as any other form of electronic communication.

Because the Company has a duty to its employees and business affiliates to protect them from certain behaviors, the Company believes it is important to have a social media policy and best practices to be followed in such communications.

The same principles and guidelines found in the Company policies apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow employees or otherwise adversely affects clients, students, suppliers, people who work on behalf of the Company or the Company's legitimate business interests may result in disciplinary action up to and including termination.

Inappropriate postings that may include discriminatory remarks, harassment, private health information and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Be Respectful

Always be fair and courteous to fellow employees, clients, students, suppliers or people who work on behalf of the Company. Also, keep in mind that you are more likely to resolve work related complaints by speaking directly with your co-workers, supervisor, or Human Resources than by posting complaints to a social media outlet.

Nevertheless, if you decide to post complaints or criticisms, avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, and threatening or intimidating, that defames employees, students, clients, or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or company policy or posts revealing a fellow employee's personal protected health information.

For purposes of privacy and security, employees shall refrain from posting images, photos or videos of students, family members or visitors, or their names or any personal identifying information in all circumstances. For purposes and security, employees shall refrain from posting images, photos or videos of other employees,including coworkers, supervisors or management, or their names or any other personal identifying information about employees without their informed, voluntary and express consent.

Be Honest and Accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about the Company, fellow employees, clients, students, students' families, suppliers, people working on behalf of the Company or competitors.

Post Only Appropriate and Respectful Content

Maintain confidentiality and trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, procedures, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. Do not create a link from your blog, website or other social networking site to a Company website without identifying yourself as an employee. Express only your personal opinions. Never represent yourself as a spokesperson for the Company. If the Company is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of the Company, fellow employees, clients, suppliers or people working on behalf of the Company. If you do publish a blog or post online related to the work you do or subjects associated with the Company, make it clear that you are not speaking on behalf of the Company. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the Company.”

Refrain from using social media while on work time or on equipment the Company provides, unless it is work-related as authorized by your manager or consistent with the Company Equipment Policy. Do not use Company email addresses to register on social networks, blogs, or other online tools utilized for personal use.

Retaliation Is Prohibited

The Company prohibits taking negative action against any employee for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee who retaliates against another employee for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

For More Information

If you have questions or need further guidance, please contact 9Dot Human Resources.

SECTION 6: SAFETY

SAFETY

It is the Company's intent to provide a safe and healthy workplace for all employees, and to eliminate work-related injuries and illnesses.

The Company's safety program consists of the following:

- Providing mechanical and physical safeguards as applicable, to the maximum extent possible.
- Conducting periodic safety inspections to find and eliminate unsafe working conditions or practices.
- Training employees in good safety and health practices.
- Providing necessary personal and protective equipment along with instructions for proper use and care.
- Developing and enforcing safety rules, and requiring employees to follow these rules as a condition of employment.
- Investigating promptly and as thoroughly as possible, every known work-related injury or illness to determine its cause and to correct the problem to prevent a recurrence.

The Company's objective is a safety program that will reduce the number of occupational injuries and illnesses to zero. In addition to the general rules stated below, the Company maintains an Injury, Illness and Prevention Program (IIPP) as required by law. If an employee identifies an unsafe condition or occupational safety or health risk, the employee should promptly report the matter to a supervisor or 9Dot Human Resources Department. Employees making any such reports will not be subject to retaliation. All employees have the right to examine and receive a copy of the IIPP by making such a request to 9Dot Human Resources Department, who will then provide a copy of the IIPP to the employee.

Employees must immediately report any workplace injury, illness , or "near-miss" incident, whether involving a student, employee, or visitor, to their supervisor or 9 DOT Human Resources, regardless of how minor it may seem. Employees are to report

hazards and workplace or work-related injuries without fear of reprisal or retaliation for making the report. To ensure a safe and healthful work environment, the Company requires that employees follow all health and safety rules and procedures as stated in this Handbook and any other health and safety rules and procedures that may be disseminated from time to time.

All Company personnel must attend fire drills, disaster drills, fire classes, and safety trainings as required by the Company or Center location management. In the event of natural or man-made disasters or events, all employees must comply with instructions issued either by designated Company employees or emergency officials such as those from police or fire departments. Compliance with safety requirements is a condition of employment, and employees who violate safety standards or cause hazardous or dangerous conditions may be subject to discipline, up to and including termination of employment.

INSPECTIONS

It is the Company's intent to maintain a workplace that is free of alcohol, drugs, and other harmful or potentially harmful materials. It is also the Company's intent to protect against the unauthorized removal of Company property and unauthorized access to Company information, property, records, documents and files. As a result, the Company reserves the right to periodically inspect, with or without advance notice, Company property, including desks, lockers, storage or work spaces, along with any articles, packages, vehicles or materials found in or on Company property at any time. (See full Privacy Policy in Performance Standards Section 5.)

Employees should not assume that any articles, files, vehicles or materials found in or on Company property are private or confidential or that access by management will not occur. Employee entry onto Company property constitutes consent to inspections, and employees who fail to cooperate in any inspection may be subject to disciplinary action, up to and including termination of employment.

ALCOHOL, DRUGS & CONTROLLED SUBSTANCES

The Company is a drug and alcohol-free workplace. The Company requires you to maintain a high standard of safety, quality, and personal conduct in the workplace or at any work location. In keeping with that standard, it is essential that the workplace

and all work locations be kept free of alcohol and drugs. Therefore, the following actions are prohibited:

- Reporting to work under the influence of, or with the presence in your bodily systems of any alcohol, marijuana[1], narcotics, or non-prescribed behavior-modifying, sedative, hypnotic or hallucinogenic drugs (except that effective January 1, 2024, in California, the mere presence of non-psychoactive cannabis metabolites in the bodily system is not prohibited under this policy), ;The illegal use, possession, manufacture, transfer, distribution, purchase, sale or attempted purchase or sale of any alcohol, marijuana, narcotics, or non-prescribed behavior-modifying, sedative, hypnotic or hallucinogenic drugs in any manner during working hours, while on the job, or while engaged in any service on behalf of the company when representing the company, or any time while on property controlled or leased by the Company, including parking lots or Company owned or leased vehicles;The Company will also not tolerate the sale or distribution of a prescribed drug while at work at any location, or at Company premises at any time;

- In any way, using Company property or an employee's position within the Company to make or traffic intoxicants, illegal drugs, or controlled substances.

Additionally, if you are taking a drug or medication, whether or not prescribed by a physician, which may adversely affect your ability to perform your duties in a safe or productive manner, you must report such use of medication to your supervisor. This includes drugs that are known or advertised as possibly affecting judgment, or causing drowsiness or dizziness or marked with a notice to exercise caution in the operation of moving vehicles or mechanical equipment. As an employee, you have the responsibility to report any drug, alcohol, or controlled substance situation that affects or may potentially affect the workplace or the employee's ability to perform in a safe, productive or efficient manner.

[1] For the purposes of this policy, any reference to marijuana includes medical marijuana, to the extent permitted by state and federal laws. In accordance with the corresponding California and federal laws, and consistent throughout this Handbook, the Company will not discriminate against employees in California for the presence of non-psychoactive cannabis metabolites in an employee's body or an employee's use of marijuana while off duty.

The Company reserves the right to inspect, at any time, lockers, desks, Company vehicles, personal vehicles, or Company property, packages, lunch boxes, containers, articles in such areas, and other objects brought onto Company property, that might conceal alcohol, illegal drugs, and/or other controlled substances. In order to promote a safe, productive and efficient workplace, the Company reserves the right to inspect employees, as well as any articles and property in their possession, when there is reason to believe that an employee is engaged in the sale, possession, distribution, or use of any substance covered under this policy, and after discussing the factual situation and risks.

If there are reasonable grounds for suspecting that an employee is in violation of this policy, the Company has the right to require testing at the Company's expense. For the safety of all our employees, the Company may test for drugs and/or alcohol in the following circumstance:

- A pre-employment drug screening as a condition of hire
- When there is reasonable suspicion of prohibited drug or alcohol use, or possession
- After an accident, if the use of drugs or alcohol is believed to have contributed to the cause of the accident

Such testing will be at the Company's expense and at a facility designated by the Company. Failure to report for, consent to, or complete authorization forms for such testing on management's request will be grounds for termination or the rescission of a job offer. Where an employee tests positive on a drug or alcohol test, the employee may, at the Company's sole discretion, be terminated. Subject to state law, employees in some states like California will not be subject to disciplinary action if the drug test reveals only the presence of non-psychoactive cannabis metabolites. Before any disciplinary action is taken against the employee who has tested positive on a drug test, the employee's sample may be re-tested. The Company reserves the right to refuse to hire or to discharge any person because of the person's current illegal use of drugs or other substances, or who because of their current use of alcohol or drugs or other substance is unable to perform their duties or cannot perform the duties in a manner which will not endanger their health or safety or that of others.

Any employee in violation of this policy will be subject to discipline, including termination. Other actions, such as notification of law enforcement agencies, may be taken, depending on the circumstances.

FITNESS FOR DUTY

All employees must be physically and mentally fit for duty and able to properly and safely perform all essential functions of their jobs and not impose a significant risk of substantial harm to their own or others' health and/or safety.

The Company will comply with all requirements of the Americans with Disabilities Act (ADA) and applicable state law, unless undue hardship to the Company will result. The Company will not discriminate against any employee solely based on the individual having a contagious, communicable, or infectious illness or disease or solely based on the existence of a medical condition or disability, but will take into account all relevant information, any possible and reasonable accommodations if necessary, and any undue hardship the Company that would result.

If an employee learns that they may have a contagious, communicable, or infectious illness or disease of a temporary nature (such as influenza, COVID-19, staph infection, measles, chicken pox, SARS or severe acute respiratory syndrome, tuberculosis, viral hepatitis A and B, colds, Avian or bird flu, swine flu, and other viruses), the employee is not to report to work, but is required instead to immediately notify their supervisor by phone of the situation and for further guidance and instructions. If any employee learns that another employee may have a contagious, communicable, or infectious illness or disease of a temporary nature, the employee who learns of this information is to immediately notify 9Dot Human Resources.

If any employee believes that they or any other employee may constitute a risk of serious harm to the safety or health of the employee or others (e.g., physical or mental impairment to safely function in the workplace and safely perform essential job duties, threats or acts of violence, suicidal thoughts or acts, etc.), the employee is to immediately notify 9Dot Human Resources of the situation and for further guidance and instructions.

In the event that the Company has reasonable cause to believe that an employee may pose risk of harm to the health or safety of the employee or others, the Company will evaluate the situation to determine if the employee is fit for duty and/or might cause a significant risk of substantial harm to self or others. The

Company may require a statement from the employee's health care provider that the employee's continued employment poses no significant risk to the health or welfare of the employee, other employees, or third parties, and such other information as may be relevant. In addition, the Company may require a fitness for duty and/or direct threat threat/safety evaluation by the employee's or a Company-designated health care provider.

If the Company determines that the employee is not fit for duty and/or may pose a significant risk of substantial harm to self or others, the Company may remove the employee from work, assign other duties that the employee is able to safely perform, place the employee on temporary leave, and/or take such other action as may be appropriate.

Any information disclosed or obtained under this policy will be treated as confidential information to the extent reasonably practical and appropriate. For example, information may, however, be shared with management, e.g., any supervisor or manager who has a need to know, with safety and or emergency personnel if emergency treatment of an employee may be required, and 9Dot Human Resources Department. In extraordinary circumstances (such as possible exposure to serious contagious or communicable illnesses), the Company may also need to disclose information to others who may have been exposed and/or to issue general guidance to all employees about symptoms and precautions to avoid spread of the illness. The Company will maintain the confidentiality of affected employees' identity to the extent reasonably practicable to do so.

The Company is committed to providing a safe workplace and all employees are also expected to maintain that same high level of commitment.

THREATS & VIOLENCE IN THE WORKPLACE

The Company is committed to ensuring that the work environment is as safe as possible for all employees, students, parents, contractors, visitors and clients.

Any form of threats, or acts, attempts or threats of violence, including intimidation, harassment, bullying and/or coercion, no matter how minor, will not be tolerated. It is the responsibility of every employee to immediately report any situation to their supervisor or 9Dot Human Resources that involves a threat and/or any form of violent behavior. Even veiled threats or jokes should be taken seriously. Be sure to

give as much information as possible so that the threat can be investigated promptly and effectively.

Once notified, the Company will take appropriate steps to respond. Additionally, if a potentially violent non-work-related situation exists that could result in violence in the workplace, please report this to 9Dot Human Resources Department.

All acts, attempts, or threats of violence must be reported to your supervisor/manager, Human Resources, the "We Want to Know Hotline" at (800) 990-8384, the Principal, or the Superintendent of the Company. If an employee has a question or concern regarding any aspect of this policy or a potential situation or communication, the employee should promptly discuss the matter or question with their supervisor or Human Resources. If a determination is made that a violation of this policy has occurred, appropriate disciplinary action will be taken, at the sole discretion of the Company.

Depending on the severity of the situation, the Company will report activity to appropriate local, state and/or federal authorities for assistance. All employees are expected to cooperate with law enforcement officials.

We expect each employee to support this policy and understand how their behavior may impact the safety of the workplace. All employees share in the responsibility of assuring that misunderstanding and other problems are resolved in a timely and respectful manner so that a productive work environment is maintained.

The Company prohibits retaliation against any employee for reporting conduct in violation of this policy or for assisting or participating in any investigation of any complaint pursuant to this policy.

CHILD ABUSE INCIDENTS REPORTS

In the instance of suspected child abuse, all teachers, instructional aides, and any center personnel who work at the school site are mandated reporters. In the case of suspected child abuse, supervisors, school psychologists must be notified IMMEDIATELY as well as notifying the appropriate State Agency.

SMOKE-FREE WORKPLACE

The Company is a smoke-free workplace. Smoking, which includes the use of tobacco products including but not limited to, cigarettes, cigars, pipes, electronic cigarettes, personal vaporizers, and smokeless tobacco, is prohibited inside and on the Company's facilities, including entry ways, at all times. This prohibition applies to private offices, restrooms, lunchrooms, conference rooms, hallways and all company locations.

If you wish to smoke during your lunch or break periods, you may do so in designated areas only. If you meet with vendors, customers, or other visitors, you are responsible to ensure that our guests comply with the no smoking policy.

It is important to provide a positive role model for students, and for that reason, smoking around and in view of students is prohibited.

HOUSEKEEPING

Maintaining a work environment that is pleasant and safe, and presents a professional appearance is a part of everyone's job. You can help by keeping your work area neat, clean and in conformance with the general standards for your location, and by following through on any housekeeping duties that may be assigned to you or are shared responsibilities of the staff.

SECTION 7: EMPLOYMENT STATUS & RECORDS

PERSONAL RELATIONSHIPS AT WORK

You have a responsibility to conduct yourself in a professional, business-like manner at all times without actual or apparent conflicts of interest.

In order to avoid misunderstandings, complaints of favoritism, other problems of supervision, security, and morale, managers and supervisors are prohibited from dating or pursuing romantic or sexual relationships with staff they supervise, either directly or indirectly.

If the Company determines, at its sole discretion, that a personal relationship compromises the Company's interests, it reserves the right to take such action as it deems appropriate including, but not limited to, adjusting reporting structures and/or reassigning employees.

In addition, employees are strictly prohibited from encouraging, pursuing or participating in social, romantic or intimate relationships with students, or sharing detailed personal information with students. The Company reserves the right to take disciplinary action for any violation of this policy as it deems appropriate, up to and including termination. If you have any questions, please contact 9Dot Human Resources.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of the Company to avoid nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a Company decision-maker and their Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of

interest. This policy applies to all Company board members, employees, individual consultants, vendors hired or retained by the Company, and School Services Providers.

Family Members of board members, employees, individual consultants, vendors or School Services Providers must not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, promote, transfer, discipline or discharge the other, or to make effective recommendations relating to supervision, hire, promotion, transfer, discipline or discharge.

Additionally, in order to minimize the risk of favoritism, workplace disruption, and perception of impropriety, Family Members may not be assigned to or remain in the same physical work location. Exceptions may only be granted where appropriate safeguards can be implemented and must be approved in writing by leadership.

Any time a board member, employee, individual consultant, vendor or School Services Provider is a Family Member of another, the relationship must not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), vendor(s) or School Services Provider(s), or in the case of a board member, in the discretion of the board of directors.

Any time a board member, employee, individual consultant, vendor or School Services Provider is a Family Member of another, the relationship must not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), vendor(s) or School Services Provider(s), or in the case of a board member, in the discretion of the board of directors.

Definitions

- **“Family Members”** include a parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in law, father-in-law and mother-in-law.
- **“Nepotism”** describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion,

transfer, biased performance reviews, discipline, or more favorable working conditions) on the basis of the familial relationship.

- **"School Services Provider"** shall mean any provider of school services to the Company, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to the Company.

Procedures

When a Family Member of a current board member, employee, individual consultant, vendor or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (e.g., if one Family Member would have the authority or be in a position to directly supervise, hire, promote, transfer, discipline or discharge the other, or to make effective recommendations relating to supervision, hire, promotion, transfer, discipline or discharge). Special circumstances may be reviewed by the Company in the event that the Company's best interests would be served otherwise.

When a Family Member of a current board member, employee, individual consultant, vendor or School Services Provider applies for a transfer to a new employment position within the Company, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, vendor, or School Services Provider to state whether they have a Family Member who is presently employed by or on the board, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, the Company will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and the Company. If a mutual agreement is unattainable, the Company will determine, in the Company's best interest, which employee is to be transferred or separated.

Responsibilities

The Company shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Company will deny the application for employment. Special circumstances may be reviewed by the Company in the event that the Company's best interests would be served by the employment of a Family Member.

The Company shall investigate reports of nepotism and take appropriate action. Employees are required to disclose changes in their personal situations which may be covered by this policy to 9Dot Human Resources Department. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Superintendent shall make the final determinations concerning potential conflicts with this policy, except that the board of directors shall make final determinations concerning potential conflicts with this policy which involve the Superintendent or any board member.

EMPLOYMENT OF MINORS

Employees, who are not at least eighteen (18) years old, are required by law to provide a valid Work Permit, High School Diploma or Certificate of Proficiency before being allowed to work. The employment of minors is restricted by the terms and conditions of the Work Permit, as well as the provisions of state and federal law.

CREDENTIALS

It is the responsibility of a credentialed employee to assure that their credential is current and valid at all times throughout employment, and on file with 9Dot Human Resources Department. Credentialed employees are also required to submit the required paperwork for credential renewal to Human Resources prior to the expiration date of their credential. The Company reserves the right to take disciplinary action up to and including reduction in wage and/or termination if a credentialed employee's certificate expires and is not renewed in a timely manner. A valid State Teaching Credential is a requirement for all teaching and other certified positions with the Company.

PERSONNEL RECORDS/EMPLOYMENT VERIFICATION

It is important that the Company always has current information about you. Please let your supervisor and Human Resources know immediately if you change your name, address, phone number(s), marital status, email address or other contact or personal information that may have an impact on medical coverage for you or your spouse, domestic partner, or dependent, and make the necessary changes in Workday. For a name or Social Security number change, please provide a copy of the documents authorizing the change.

All personnel files and/or employment records constitute Company files, records and property.

The Company will restrict disclosure of personnel files or information to authorized individuals within the organization or to authorized outside persons to administer Company benefits or policies. In addition, the Company will cooperate with requests from authorized judicial, law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Any request for information contained in personnel files must be directed to 9Dot Human Resources Department. Only 9Dot Human Resources Department is authorized to release information about current or former employees. The Company's policy on employment references is to disclose dates of employment and position held as requested or authorized by the employee in writing. The company may also disclose to school districts, county offices of education, charter schools, and state special schools whether the employee was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct, as defined by California law, and other applicable information, including a copy of relevant information, required by law.

ACCESS TO PAYROLL AND PERSONNEL RECORDS

The Company gives employees the right to access certain payroll and personnel records relating to the employee, upon reasonable request. Any employee who wishes access to their payroll records must direct the request to the 9Dot Payroll Department during normal business hours.

Access will be granted as soon as practicable after a proper request is made, but in any event, no later than twenty-one (21) calendar days from the date of the employee's request for payroll records, and no later than thirty (30) days from the date of the employee's request for personnel records. The Company will not honor requests to access payroll records made to anyone but the 9Dot Payroll Department, and will not honor requests to access personnel records made to anyone but 9Dot Human Resources Department.

CONFLICT OF INTEREST

The Company expects our employees to administer business according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of the Company. Business dealings that appear to create a conflict between the interests of the Company and an employee are unacceptable. The Company recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to our business. However, the employee must disclose any possible conflicts so that the Company may assess and prevent potential conflicts of interest from arising. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (e.g., spouse or significant other, children, parents, siblings, in-laws) as a result of the Company's business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones which most frequently present problems. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, they should immediately contact their supervisor to obtain advice on the issue. The purpose of this policy is to protect employees from any conflict of interest that might arise.

A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

OUTSIDE EMPLOYMENT

Employees are required to obtain written approval from their supervisor and Human Resources before participating in outside work activities. Approval will be granted

unless the activity conflicts with the Company's interest. In general, outside work activities are not allowed when they:

- Prevent the employee from fully, timely or satisfactory performing work for which they are employed at the Company, including overtime assignments;
- Involve organizations that are doing or seek to do business with the Company, including actual or potential vendors or customers; and/or
- Violate provisions of law or the Company's policies or rules.

From time to time, Company employees may be required to work beyond their normally scheduled hours. Employees must perform this work when requested. In cases of conflict with any outside activity, the employee's obligations to the Company must be given priority. Employees are hired and continue employment with the understanding that the Company is their primary employer and that other employment or commercial involvement which is in conflict with the business interests of the Company is strictly prohibited.

WORK PRODUCT OWNERSHIP

All employees must be aware that the Company retains legal ownership of the product of their work. No work product created while employed by the Company can be claimed, construed, or presented as property of the individual, even after employment by the Company has been terminated or the relevant project completed. This includes written and electronic documents, correspondence, notes, drafts, messages, audio and video recordings, system code, and also any concepts, ideas, or other intellectual property developed for the Company, regardless of whether the intellectual property is actually used by the Company. Although it may be desired by an employee to display and/or discuss a portion or the whole of certain work product as an example in certain situations (e.g., on a resume), information classified as confidential must remain so even after the end of employment, and that supplying certain other entities with certain types of information may constitute a conflict of interest. In any event, it must always be made clear that work product is the sole and exclusive property of the Company. All employees must be particularly careful in the course of any work they discuss doing, or actually do, for a competitor of the Company.

REPORTING POTENTIAL CONFLICTS

An employee must promptly disclose actual or potential conflicts of interest, in writing, to their supervisor. Approval will not be given unless the relationship will not interfere with the employee's performance or duties or will not damage or conflict with the Company's interests.

CONFIDENTIAL NATURE OF WORK

All Company property, records and information relating to the Company or its customers are confidential and employees must, therefore, treat all matters accordingly. No Company information, including without limitation, documents, notes, correspondence, messages, drafts, files, records, oral information, recordings, computer files or similar materials (except in the ordinary course of performing duties on behalf of the Company) may be removed from the Company's premises without permission from the Company.

Additionally, the contents of the Company's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose. Employees must not disclose any confidential information, purposefully or inadvertently through casual conversation, to any unauthorized person inside or outside the Company.

Employees who are unsure about the confidential nature of specific information must ask their supervisor for clarification. Employees will be subject to appropriate disciplinary action, up to and including termination, for knowingly or unknowingly revealing information of a confidential nature. This policy does not prohibit an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee has reason to believe is unlawful.

TERMINATION PROCEDURES

Employment with the Company is a relationship that exists solely as long as both the Company and the employee determine it is to their individual advantage. As employees are employed on an at-will basis, both the employee and the Company are free to end the employment relationship at any time, with or without cause or

notice. The Company also reserves the right to modify or reduce salaries or benefits, or lay-off or terminate employees.

Voluntary Termination: A voluntary termination is a termination that is initiated by the employee. We would like you to give your supervisor or Human Resources at least two weeks written notice, indicating your last day of work with the Company. An employee who does not report to work on a scheduled work day or who does not call in to report the absence to their supervisor as required will be considered to have abandoned their employment after three (3) consecutive scheduled days of such absence.

All Company property, including keys, cellular phones, computer equipment, pagers, business cards, files, records, correspondence, messages, drafts, notes, recordings, and any teacher related documents/curriculum must be returned at the time of termination. Failure to do so may require that you reimburse the Company for the cost of the unreturned items, or result in legal action for the misappropriation.

EXIT INTERVIEWS

When an employee leaves the Company, we would like to close the employment relationship with an exit interview. A Human Resources team member or your immediate supervisor will be available to meet with you to go over all of your final paperwork and paycheck. You will also be asked to return any Company property at this time. This will give the employee the opportunity to share with us their employment experience and any suggestions on how we can improve the Company.

REHIRE

A “rehire” is a former employee whose employment with the Company has been terminated but is later rehired at the Company. If you are rehired after a break in service of six months or less, previous service with the Company will be included when determining eligibility for group insurance benefits. If you are separated from the Company for more than six months, you will be considered a “new hire” for purposes of all benefits, except as required by applicable law, and will have to meet all applicable eligibility requirements and waiting periods.

ONBOARDING PAPERWORK

Employment documents and policies are completed and acknowledged electronically through Workday.

Employees may access onboarding documents, acknowledgements, and related materials through Workday. If you are unable to locate a required document or believe something is missing, please contact 9Dot Human Resources for assistance.

Options For Youth
Public Charter Schools

California Employee Handbook Addendum

Options for Youth - San Gabriel, Inc.

2026-2027

This California School Handbook Addendum applies to all employees of OFY San Gabriel, Inc. hereinafter referred to as "the Company." If you live outside of California, some of these will not apply to you, but 9Dot will follow the law in the state in which you reside. Please speak with your Employee Relations Representative if you have a question.

Nothing stated in this Addendum or any portion of it, modifies the at-will employment relationship between the Company and its employees. Each section below refers to the applicable section of the Employee Handbook.

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SECTION 1: INTRODUCTION

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The California Fair Employment & Housing Act ("FEHA") prohibits harassment and discrimination in employment based upon race (including traits associated with race, including but not limited to, hair texture and protective hairstyles), religious creed, color, national origin, ancestry, physical disability, genetic information, mental disability, medical condition (as defined under California employment laws), marital status, reproductive health decision making, sex, pregnancy, gender, gender identity or expression, age, sexual orientation, military or veteran status, including prohibiting harassment and discrimination not just because of one protected trait, but also because of the combination of two or more protected bases.

To the full extent required by the FEHA and all applicable laws, it is the policy of the Company to treat all employees, applicants, interns, volunteers, and contractors in a fair and non-discriminatory manner without regard to race (including traits associated with race, including but not limited to, hair texture and protective hairstyles), religious creed, color, national origin, ancestry, physical disability, genetic information, mental disability, medical condition (as defined under California employment laws), marital status, reproductive health decision making, sex, pregnancy, gender, gender identity or expression, age, sexual orientation, past or present membership in the uniformed service, application for membership in the uniformed service, military or veteran status, or any other status or characteristic protected by applicable law. This applies to all forms of employment decisions, including, but not limited to, recruiting, hiring, training, compensation and promotion of all persons in every job classification. This also applies, if applicable, to the Company's use of any automated decision system or related decision criteria for an employment purpose or benefit. Likewise, to the full extent required by applicable law, the Company will provide reasonable accommodation to any qualified employee or applicant with a physical or mental disability or for any other reason as required by law.

This policy applies at all locations where Company business is conducted, including, but not limited to, the Company's facilities and worksites, and at the facilities and worksites of clients of the Company, and in any work-related setting, including during business meetings, business travel and business-related social events. The Company requires all of its employees, including supervisors and managers, to

comply with this policy when dealing with any individual or business with whom its employees come into contact in connection with Company business, including, but not limited to, fellow employees, clients, visitors, vendors, suppliers and employees of clients. The FEHA and this policy prohibit all employees (including coworkers, supervisors, and managers) and third parties, with whom a Company employee comes into contact, from engaging in conduct prohibited by the FEHA.

In furtherance of this policy, the Company will not permit the use of racial, religious, age-related, sexual or ethnic epithets, innuendos, slurs or jokes within its facilities. Epithets, innuendos, slurs or jokes related to membership in any of the above listed categories are totally prohibited. All employees (including supervisory personnel) shall conduct themselves in a totally professional manner and shall refrain from sexual advances, verbal or physical conduct of a sexual nature, or requests for sexual favors. Any employee who violates the above policy and the Company's commitment to equal employment opportunity shall be subject to immediate discipline, including discharge.

Any employee, intern, or volunteer who has any questions regarding the Company's Equal Employment Opportunity Policy, or who feels that the policy has been violated, or who feels that they has been discriminated against, harassed or treated unfairly as a result of being in any of the categories enumerated above, is required to bring the matter directly to the attention of their supervisor or Human Resources.

Any employee who has a complaint of sexual harassment, or harassment based on membership in a protected class, at work by anyone, including supervisor/managers, co-workers, clients, or visitors, must bring the problem to the attention of their supervisor or Human Resources. Employees may also call the We Want to Know Hotline at (800) 990-8384. All complaints will be promptly handled and thoroughly investigated in an impartial and timely manner by qualified personnel who will reach reasonable conclusions based on the information collected in the investigation. To the extent possible and consistent with a fair investigation, all complaints will be kept confidential.

The Company will take appropriate corrective action, including disciplinary measures when justified, to remedy violations of this policy.

The Company prohibits retaliation against any employee, intern, or volunteer for reporting conduct in violation of this policy or for assisting or participating in any investigation of any complaint pursuant to this policy.

REASONABLE ACCOMMODATIONS

The Company is committed to principles of equal opportunity for all job applicants and employees. In keeping with this policy, it seeks to prohibit impermissible discrimination based on any protected characteristic, including an individual's disability.

The Company will make reasonable accommodations that are necessary to comply with the state and federal disability discrimination laws. This means that the Company will make reasonable accommodations for the known physical or mental disability, known medical condition, or known limitations related to pregnancy, childbirth, or related medical condition, of an applicant or employee, consistent with its legal obligation to do so. In addition, the Company will make other reasonable accommodations for employees as required by law, including but not limited to reasons related to religion and, if applicable, any required reasonable accommodations related to the Company's use of any automated decision systems or related decision criteria as defined under relevant laws.

As part of its commitment to make reasonable accommodations, the Company also wishes to participate in a timely, good faith, interactive process with the individual with the disability, applicable limitations, or medical condition to determine effective reasonable accommodations, if any, that can be made in response to a request for accommodations. Applicants and employees are invited to identify reasonable accommodations that can be made to assist them to perform the essential functions of the position they seek or occupy. They should contact their supervisor or Human Resources as soon as possible to request the opportunity to participate in a timely interactive process. By working together in good faith, the Company hopes to implement any reasonable accommodations that are appropriate and consistent with its legal obligations.

Besides making reasonable accommodations that are necessary to comply with the state and federal disability discrimination laws, the Company will provide reasonable accommodations for an employee who is a victim, or whose family member is a victim, of a qualifying act of violence (as defined by California law) when the employee requests an accommodation for the safety of the employee while at work.

The Company will engage in a timely, good faith, and interactive process with the employee to determine any available effective reasonable accommodations, as

long as any reasonable accommodation does not constitute an undue hardship for the Company as defined under the law.

TITLE IX SEX-BASED NONDISCRIMINATION POLICY & GRIEVANCE PROCEDURES

PURPOSE & OVERVIEW

The Company 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 the Company's education programs and activities.

This Title IX Policy and Grievance Procedures for Sexual Harassment ("Policy") details the Company'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 the Company to the Company staff (e.g., Principal, Assistant Principal, teachers, etc.), and the Company 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. The Company considers sexual harassment to be a major offense which can result in discipline of students and termination of employees.

CALIFORNIA LEGAL REQUIREMENTS

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?sectionNum=230&lawCode=EDC

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, or harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to the Company's Equal Employment policy and Policy Against Sexual Harassment, set forth in its Employee Handbook. 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. School 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 the Company'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?sectionNum=221.8&lawCode=EDC.

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

TITLE IX GRIEVANCE PROCEDURES FOR SEX DISCRIMINATION

I. 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. The Company 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 Company 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 the Company'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)).

II. Title IX Personnel

The Company 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
16023 Arrow Highway, Suites C, Irwindale, CA 91706
jcordova@ofy.org
(626) 422-8516

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.

III. 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 Company Title IX Coordinator, or to any other available Company 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.

IV. The Company'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 Title IX complaint form to submit a formal complaint to the Title IX Coordinator.

    a. Supportive measures are non-disciplinary and non-punitive 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.

[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.

2. **<u>Determine Need for Emergency Removal</u>:** 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.

    a. The Company 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. The Company will conduct an individualized safety and risk analysis before the removal. The Company shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

    b. If the respondent is a student, the Company is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.

    c. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

V. 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. The Company 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 Company policy (e.g., Uniform Complaint Procedures).

At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, the Company may offer an informal resolution process (such as a restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student. Participation in informal resolution is voluntary.

VI. 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:
    a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
    b. The alleged conduct did not occur in the Company's education program or activity; or
    c. 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:
    a. The complainant has notified the Company, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
    b. The respondent is no longer enrolled in, or employed by, the Company; or
    c. Specific circumstances prevent the Company from gathering evidence to reach a determination with regard to the complaint.

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 Company grievance procedure is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of the Company's intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

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

1. **Send Written Notice of Formal Complaint**

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

i. Identification of the allegations potentially constituting Sexual Harassment.

ii. A description of the procedural steps taken by the Company 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).

iii. Findings of fact supporting the determination.

iv. Conclusions regarding the application of the Company's policies to the facts.

v. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the Company imposes on the respondent, and whether remedies designed to restore or preserve equal access to the Company's educational program will be provided by the Company to the complainant.

vi. The Company's procedures and permissible bases for either party to appeal the decision.

6. **Remedies**

If the Company determines that the respondent engaged in Sexual Harassment, the Company 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, the Company will take appropriate disciplinary action, up to and including termination, in accordance with the Company's policies and as permitted by law.

VIII. Appeals

Either party may appeal the Company'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, the Company 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.

IX. Record Keeping

The Company 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.

X. Updates

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

SECTION 3: COMPENSATION

COMPENSATION POLICY PROCEDURE

This policy applies to all employees.

The eligibility for, or award, increase or adjustment of, or additional compensation to an employee under any Company policy in any amount or at any time shall not establish an expectation or a precedent for eligibility for, or award, increase, or adjustment of or additional compensation in any other instance or in any amount.

Annual Reviews

Eligible employees who have completed one full year of employment and were an active employee for a minimum of 6 months of service within the applicable review period may be eligible for an increase in their base pay applicable to a school year based on the employee's performance review conducted during that school year, subject to the sole discretion of the Company, Company business and operational needs, conditions and plans, and availability of fiscal resources as determined by the Company. Employees who are not active for a minimum of 6 months of service within the review period will not be eligible for consideration of an increase in their base pay until a subsequent review period in which they are active for 6 months of service based on the employee's performance review conducted during that school year, subject to the sole discretion of the Company and availability of fiscal resources as determined by the Company.

Prior to the start of each school year, the Company will review its business and operational needs, conditions and plans, and ability to allocate discretionary merit-related base pay increases based on fiscal availability. As a component of the employee's performance review conducted during the applicable school year, timely submitted Employee Self Evaluations shall be considered by the employee's direct report supervisor to complete the supervisor's annual review of the employee's performance over the previous 12 months of employment. Based on the employee's annual review score, and subject to the sole discretion of the Company, the employee may be eligible for an increase in base pay from 0% to 4% for Principals or $0- $3,750 for all other staff applicable to the current school year. An award of an increase in base pay, if any, covering a school year will be applied retroactively to the start of the school year or back to the employee's annual review date, whichever is later, that occurs during the school year.

Performance reviews are strongly encouraged to be delivered on or before the employee's designated annual review date. If the employee does not agree with the annual review score that they receive, the employee will have 14 days to write a rebuttal that will be taken into consideration by leadership. A review of the employee's rebuttal does not guarantee a change in the annual review score determined by the Company. Once a determination is made, the employee will be notified by their manager or Human Resources and a memo of determination will be included in the employee's personnel file. All documentation, including the rebuttal, will be kept in the employees personnel file. The Company's review and compensation change must be acknowledged by the employee within 30 days of the manager reviewing the performance review with the employee or the compensation change will be manually advanced by the 9Dot HR team in Workday.

PAY CRITERIA & PROCEDURES

Market / Across-the Board Salary Adjustment

At the sole discretion of the Company and with approval by the Director of Schools, Superintendent or Board of Directors, the Company may consider positions and their base salary ranges for market review and adjustment effective the following school year. Market adjustments, if applied, shall be in consideration of multiple factors including the employee's current salary. Any market adjustment shall be effective prospectively in the next school year to employees' base salary whose position was approved for a market adjustment with the exception of employees whose salary is at the salary maximum for that position.

Merit Increase Adjustment

At the sole discretion of the Company and with approval by the Director of Schools, Superintendent or Board of Directors, a staff member may be considered for a merit review and adjustment. Merit increase, if applied, shall be in consideration of multiple factors including the employee's tenure, responsibilities, current salary, and board-approved salary range for the employee's position, and Company business and operational needs, conditions, plans and fiscal resources.

Promotion

A promotion is defined as the formal advancement of an employee from one position to a more responsible vacant position in a higher salary range, grade, or non-graded position. A promotion also includes the advancement of the employee's existing position. Promotion results either when the employee is the successful

applicant for a position or when a department decides to promote the employee internally to such a position. Promotions are determined based on factors including organizational needs, budget availability, work conduct and performance of the employee, and Principal, Director of Schools, Superintendent or Board of Directors approval at their sole discretion.

A salary increase resulting from a promotion is determined as follows: Movement to the bottom of the new position base salary range or up to a 10% increase in base pay, whichever is greater. The new salary may not be less than the minimum base pay of the position's salary range or more than the maximum base pay of the new range or grade. A promotion will reset the employee's annual review date to one year from the effective date of the promotion increase.

Promotions, the employee's work duties, and base salary may also affect the employee's classification under applicable law, e.g., from non-exempt to exempt status. Human Resources will notify the employee of his/her exempt status and how it shall affect the employee's pay, workday and time recording responsibilities.

Demotion

A demotion is defined as the formal job change of an employee from one position to a less responsible vacant position in a lower salary range, grade, or non-graded position. A demotion may either be due to cause or voluntary, and may be temporary or permanent. Demotions are determined based on factors including organizational needs, work conduct, performance, budget availability, and the Principal, Director of Schools, Superintendent or Board of Directors approval at their sole discretion.

A base salary or hourly rate decrease resulting from a demotion is determined as follows: a 10% reduction in base pay rate or if applicable, reduction of base pay rate by the amount that was awarded for a promotion in the employee's current role. The new base salary or hourly rate may not be less than the minimum base pay of the position's salary range or more than the maximum base pay of the new range or grade.

The employee's work duties, and base salary or hourly rate may also affect the employee's classification under applicable law, e.g., from exempt to non-exempt status. Human Resources will notify the employee of his/her exemption status and how it shall affect the employee's pay, workday and time recording responsibilities.

Lateral Move

A lateral move occurs when an employee's job title, role or duties are changed to a position that is in the same salary band as the employee's current position. A lateral move may either be due to cause or voluntary, and may be temporary or permanent. Lateral moves are determined based on factors including organizational needs, budget availability, work conduct, performance, and the Principal, Director of Schools, Superintendent or Board of Directors approval at their sole discretion.

If the employee's salary falls within the range of the position that they are transferring into, the employee's salary will not change. If their salary is below the base salary range of the new position, the employee will receive an increase to the bottom of the base salary range of the new position. If the new position has a higher starting salary range, the lateral move will include a pay adjustment calculated by the difference between the starting pay of the current and new positions.

The new salary may not be less than the minimum base pay of the position's salary range or more than the maximum base pay of the new range or grade. A lateral change does not reset the employee's annual review date.

ADDITIONAL COMPENSATION

As additional compensation for an Employee's performance of their duties as provided for herein, an Employee may be eligible for additional compensation in the form of additional base pay, bonuses, incentives and/or additional benefits. Such additional compensation shall be at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors and shall be based, in part, on the financial condition of the Employer. From time to time, the Employee may be requested to perform additional duties, to be performed at Employee's option, which, if accepted by the Employee, shall entitle the Employee be eligible for additional compensation to be determined on a case-by-case basis.

INCENTIVE PROGRAM

The Company has adopted a discretionary Incentive Program for specific positions in order to recognize and reward exceptional performance, significant contributions, and substantial accomplishments by employees during the applicable school year based on the charter's goals and responsibilities and financial conditions. All decisions regarding the availability of any incentive program, eligibility of any award

and amount of incentive granted, if any, are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the Incentives Program applicable to a school year may be updated annually, subject to modification at any time, by the Company and rolled out to employees in July ahead of or shortly after the commencement of the applicable school year to sign and acknowledge. The incentive pay dates are determined annually and listed on the Incentive Program sheet roll out. In order to be eligible for an award under the Incentive Program, the employee must be employed in an incentive-eligible title, work continuously during the applicable incentive period, and be employed and actively working on the date the incentive is paid.

Incentives may be prorated if an employee is absent from work while on an approved leave of absence.

- **Semester 1 Incentive:** Employees must be hired and actively working by the start of Month 2 and work continuously through the end of Month 4.
- **Semester 2 Incentive:** Employees must be hired and actively working by the start of Month 7 and work continuously through the end of Month 10.
- **Credit Enrichment Incentive:** Employees must actively work throughout the entire Credit Enrichment performance period.

EXTRACURRICULAR ACTIVITY PAY

Employees may be eligible to earn a Continuous, One-time, or Short-term Stipend for specific reasons outlined hereinbelow by the Company. Stipends are considered additional compensation in addition to the employee's base salary or pay for the performance of additional or extracurricular activities authorized by the company, and may be added or removed at any time at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Stipend pay may be in the form of a predetermined or fixed amount of money to perform the authorized certain task or series of tasks over a period of time.

A Continuous Stipend is a fixed, regular payment provided to an individual over a specified, extended period of time for specific authorized purposes outlined by the Company.

A One-time Stipend is a single, fixed payment provided to an individual for a specific authorized purpose outlined by the Company. Unlike Continuous Stipends, which are

paid regularly over a period of time, a one-time stipend is disbursed in one payment and is not recurring.

A Short-Term Stipend is a fixed regular payment provided to an individual over a specified, extended period of time for the specific authorized purpose of assuming the responsibilities of an Additional Workload, such as covering the duties of a vacant position, for a period of time.

When receiving Continuous or Short-Term Stipends, employees shall be paid the applicable stipend for stipend-covered work within the pay period that the work is performed. Because work may be performed over an extended period of time, such as a semester, the employee shall be paid the stipend throughout the time frame that the work is required to be performed, to the fullest extent practical in light of the Company's bi-weekly payroll periods. The stipend amount will be disbursed in regular increments throughout the time period it is completed and paid out with their paychecks on a bi-weekly basis.

The Company will follow all wage and hour laws set by the State. Non-exempt employees are required to accurately record all their time for work-related purposes during each workday, and will be paid for such time at their regular rate of pay, or at an overtime rate of pay if applicable.

Overtime at one and one-half (1½) times the nonexempt employee's regular rates of pay will be paid should the compensable time extend the workday beyond eight (8) hours in the workday or forty (40) hours in the workweek or up to eight (8) hours on the seventh consecutive day of work in the workweek for all scheduled excess hours worked. Non-exempt employees who work in excess of twelve (12) hours in any workday or in excess of eight (8) hours on the seventh consecutive day of the workweek will be paid at the rate of two (2) times their regular rates of pay for all such excess hours worked.

All decisions regarding the availability of, eligibility for, and the amount of, any stipend granted are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the stipends applicable to a school year, may be modified at any time or updated annually by the Company and rolled out to employees in July ahead of, or shortly after, the commencement of the applicable school year.

MENTOR TEACHER STIPEND

Prior to each school year or shortly after, the Principal may designate employees who will act as a Mentor Teacher, as part of a program to provide professional induction for new teachers, such as assistance and training from experienced colleagues. The eligible, designated employee acting as the Mentor Teacher be eligible for a Mentor Teacher Stipend.

The Mentor Teacher program outlined separately, is intended to provide new teachers opportunity for professional development and support from experienced, teachers including:

- Targeted professional development
- Confidential support and mentoring
- Structured feedback and coaching systems
- Continuous progress monitoring

A Mentor Teacher is required to hold the following:

- A CA Single Subject Credential
- Minimum of 2 years of teaching experience
- Minimum of 1 year experience working in a teaching role at the Company
- Must currently be in a Teacher role

The Mentor Teacher Stipend is paid at the end of the designated semester that covered work has been completed. All decisions regarding eligibility and the amount of the Mentor Teacher Stipend that is granted are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the Mentor Teacher Stipend applicable to a school year may be modified at any time or updated annually by the Company and rolled out to employees ahead of, or shortly after, the commencement of the applicable school year.

DESIGNATED INTERPRETER STIPEND

The Principal may designate employees who are required to use their additional non-English language skills to perform their job or assist other staff, students or

parents, including by providing interpreting assistance to students, parents and staff on a regular basis while ensuring that speaking, reading, and/or written communication to non-English speaking individuals is accurate and clear. The designated employee performing the duties of the Designated Interpreter will be eligible for a Designated Interpreter Stipend.

The Designated Interpreter employee must have the ability to, and must on a regular basis, communicate through language proficiency (speak and/or read, and write) in the designated language other than English. And, must be willing to translate for individuals or groups conversing in different languages.

ELIGIBILITY REQUIREMENT

Only eligible, designated employees in a role who demonstrate language skills in a language other than English will be eligible for the Designated Interpreter role and the Designated Interpreter stipend as additional compensation. The language for which additional pay is requested must be one that is commonly spoken by the employee and which is necessary to provide services essential to the worksite location. The position selection shall be based on the Company's assessment of the language interpretation/translation, business, and organizational needs of the worksite location.

- All employees receiving Designated Interpreter stipend pay will be required to utilize their language interpreter and/or communication skills when requested and as needed during the course and scope of their duties.
- Employees who fail to utilize their language interpreter skills when required will be deemed ineligible for the stipend.
- Any employee receiving Designated Interpreter stipend pay is expected to assist other non-interpreter employees in oral and written communications, interpretations, and the translation of documents, and assistance with the public. Assistance may be required for other departments or areas that extend beyond the employee's normal scope of responsibilities.
- Employees must be in active work status to receive the Designated Interpreter stipend pay. Employees on any leave of absence are not eligible for stipend pay during their leave.

All decisions regarding need for, eligibility, selection, and the amount of the Designated Interpreter Stipend that is granted are at the sole discretion of the

Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the Designated Interpreter Stipend applicable to a school year may be modified at any time or updated annually by the Company and rolled out to employees ahead of, or shortly after, the commencement of the applicable school year.

GEOGRAPHICAL DISTANCE STIPEND (GEO-STIPEND)

Employees working in certain Company-designated worksite locations may be eligible to receive a Geo-Stipend. Geo-Stipends are offered in Company-designated regions to encourage retention in difficult-to-recruit regions to staff members (regular full-time exempt and regular full-time non-exempt) and to reduce staff turnover at the charter/region.

All decisions regarding designation of worksite locations, eligibility and the amount of the Geo-Stipend that is granted are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the Geo-Stipend applicable to a school year may be modified at any time or updated annually by the Company and rolled out to employees ahead of, or shortly after, the commencement of the applicable school year.

Employees will be eligible for the applicable Geo-stipend while on an approved Company-paid leave of absence. The Geo-stipend will not be earned or paid during any unpaid leave of absence.

ADDITIONAL DUTIES PAY FOR EXEMPT EMPLOYEES

The Company may offer Additional Duties pay to employees classified as exempt for various types of work deemed by the Company at its sole discretion as outside of the employee's regular scope of duties outlined by the Company. Additional duties are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Examples of these types of activities may include but are not limited to after-hours instruction, Credit Enrichment instruction, after-hours extracurricular events, and Pathways Program excursions. Employees will be notified in writing by their supervisor of the duties or work which will be classified as the employee’s Additional Duties eligible for Additional Duties Pay.

Additional duties pay is considered additional compensation in addition to the exempt employee's base salary and must be entered in the payroll system using the

dropdown menu provided and submitted in the pay period when work is performed. Eligibility, including position, and applicable criteria for additional duties pay applicable to a school year may be modified at any time or updated annually by the Company and rolled out to employees in July ahead of, or shortly after, the commencement of the applicable school year.

SELA SHARED LEASED EMPLOYEE

SELA Shared Leased Employees will act as representatives of the charter. SELA Shared Leased Employees that have supervisory responsibilities will have shared authority within the charter when conducting and approval of performance reviews, increases or promotions.

Any deviation from the set above policy must be in writing, and must be brought to the Board of Directors for approval and approved by the Board of Directors in advance of any changes taking place.

OVERTIME PAY

Non-exempt employees may be required to work overtime from time to time. Although the Company seeks to give as much advance notice of overtime work as possible, employees may be required to work overtime without notice when necessary to meet job requirements. All overtime hours worked must receive advance approval from your supervisor. Employees who work overtime without authorization will be paid all wages due, but are subject to disciplinary action, up to and including termination of employment.

Only non-exempt employees are eligible for overtime pay. In accordance with California state law, non-exempt employees who work in excess of eight (8) hours up to and including twelve (12) hours in any workday, or in excess of forty (40) hours in any workweek, or up to eight (8) hours on the seventh consecutive day of work in the workweek will be paid at the rate of one and one- half (1½) times the employee's regular rate of pay for all such excess hours worked. Non-exempt employees who work in excess of twelve (12) hours in any workday or in excess of eight (8) hours on the seventh consecutive day of the workweek will be paid at the rate of two (2) times the employee's regular rate of pay for all such excess hours worked.

Overtime wages are based solely on actual hours worked by non-exempt employees during the workweek and workday. Holiday pay, Wellness Hours, Bereavement leave,

or other pay for time not worked is not considered hours worked for purposes of determining overtime.

Exempt employees do not receive overtime pay. An exempt employee is responsible for managing their own schedule within reason, working the time necessary to discharge their duties and accomplish company objectives.

MEAL PERIODS

Non-exempt employees working over five hours in any workday qualify for an uninterrupted, one half (½) hour, unpaid, off-duty meal period during that workday. The meal period may be waived by mutual consent of the Company and employee if the employee's work period of less than six hours completes the employee's workday.

Non-exempt employees working over ten hours in any workday qualify for a second, uninterrupted, half hour, unpaid, off-duty meal break during that workday. The second meal period may be waived by mutual consent of the Company and the employee, if the employee's total hours worked for that workday is no more than twelve hours and the first meal period was not waived.

Meal Waiver Request forms are available from Human Resources.

The first meal period must be taken by the end of an employee's 5th hour of work, and the second meal period must be taken by the end of an employee's 10th hour of work. Employees may not skip the meal period or delay the meal period beyond the time frame indicated in this paragraph unless expressly authorized by Management.

Employees may not waive their meal breaks in order to leave work early or start work later. Employees may not take a half-hour break from work to eat lunch or other meals at their desks or working areas and request additional time off for a meal period.

Non-exempt employees must accurately record the start/end times of every meal period. During an employee's meal period, the employee is relieved of all work-related duties, shall not be required to remain on call, and is free to leave the Company's premises.

Any employee who feels they are unable to take a meal period as set forth in this policy due to work demands must contact 9Dot Human Resources department before skipping, delaying or shortening a meal period.

REST PERIODS

All non-exempt employees who work a minimum of 3 ½ hours per day are authorized and permitted to receive one paid ten-minute rest period, relieved of all duty, for every four (4) hours, or major fraction thereof, worked. Employees should try to take this rest period in the middle of each work period, insofar as this is practicable. The amount of rest period time that may be taken by non-exempt employees who work up to 14 hours is set forth as follows:

- Employees with shifts of less than 3 ½ hours: No rest period. Employees with shifts of 3 ½ to 6 hours: 1 ten-minute rest period.
- Employees with shifts of more than 6 but less than 10 hours: 2 ten-minute rest periods.
- Employee with shifts of more than 10 to 14 hours: 3 ten-minute rest periods.

Thus, by way of example, non-exempt employees who work an eight-hour workday are authorized and permitted to receive two paid ten-minute rest periods, one in the morning before the meal break and one in the afternoon after their meal break.

During rest periods, employees shall be relieved of all work-related duties and shall not be required to remain on call or remain on work premises. A rest period also includes time at your workstation or work area when you make or receive a personal telephone call, eat a snack, attend to personal business or otherwise "relax." Thus, employees may take their breaks without actually leaving their work stations or work areas.

Employees may not report to work late and/or leave early during their scheduled workday in lieu of taking their breaks.

Any employee who, because of work duties, feels they are unable to take a rest break as set forth in this policy, must contact 9Dot Human Resources Department before skipping, delaying or shortening a rest break.

TRAVEL TIME POLICY FOR NONEXEMPT EMPLOYEES

Nonexempt employees who are required to travel for work-related purposes are eligible for travel pay under this policy.

TRAVEL TIME

Travel time includes required travel, whether as a driver or a passenger (a) to different off-premises work locations during the employee's workday; (b) to and from the employee's home and required work locations for meetings or on one-day assignments; (c) to and from the employee's home on overnight or extended out of town travel for work-related purposes. Travel time that occurs in addition to regular work hours is considered hours worked and will be paid if required, performed pursuant to the Company's instruction, or while subject to the control of the Company.

Time spent driving, or as a passenger on an airplane, train, bus, taxi, car or other mode of transportation in required travel to and from a work-related out of town assignment location or event, and time spent waiting to purchase a ticket, check baggage or get on board are considered travel time, but the employee's normal commute time to and from the place of work is not considered travel work time and may be deducted.

TRAVEL TIME PAY & PROCEDURES

Nonexempt employees who are required to travel for work-related purposes during the workday, will be paid for such travel time at their regular hourly base rate of pay.

Employees are expected to accurately record all work-related travel time in Workday or on paper timesheets maintained during a trip, and obtain approval by their supervisor and provide to the 9Dot Payroll Department by the end of the week.

Time performing work duties, for example, preparing a work presentation or a report, while traveling constitutes paid work time, rather than travel time.

Overtime at one and one-half (1½) times the nonexempt employee's regular rate of pay will be paid should the compensable travel time extend the workday beyond eight (8) hours in the workday or forty (40) hours in the workweek or up to eight (8) hours on the seventh consecutive day of work in the workweek for all scheduled excess hours worked. Non-exempt employees who work in excess of twelve (12) hours in any workday or in excess of eight (8) hours on the seventh consecutive day of the workweek will be paid at the rate of two (2) times their regular rate of pay for all such excess hours worked.

DEDUCTIONS FROM TRAVEL TIME

Generally, nonexempt employees' commute time to and from the employee's residence and reporting to work does not constitute hours worked or travel time, and is not paid, therefore, the employee's normal commute time may be deducted from travel time when commencing or returning home from travel.

Time spent taking a break from travel, e.g., to take a meal, sleep, relax, for recreation or sightseeing, or to engage in purely personal pursuits not connected with traveling or making necessary travel connections, is not paid travel time.

Upon arrival at the required work location, travel time ends.

The Company may pay designated, nonexempt employees at a special travel rate equal to minimum wage during the travel time. However, an employee who performs any work during travel time will be compensated for that actual work time at their normal hourly base rate of pay. When recording travel time at a rate different from the employee's regular hourly base rate, employees must denote the time separately from regular work time. When the above special travel rate applies, the rate of overtime pay will be based upon the weighted average of the employee's regular rate of pay and the special rate of pay for travel time.

TRAVEL-RELATED COSTS

Reasonable and necessary travel-related costs, e.g., airfare, lodging, vehicle, train or bus travel, and program-related meals and beverages, are reimbursed by the Company.

Employees are responsible for their own personal expenses, including but not limited to souvenirs, personal supplies, in-flight or in-hotel room movies, snacks, or beverages, tips, personal snacks or beverages not part of Company meal, laundry expenses, etc.

All requests for reimbursement of authorized, reasonable, required work-related expenses must be supported by receipts and submitted through Workday and approved by the employees' Supervisor within 30 days. Failure to timely submit adequate support/documentation as required by the Company may delay any reimbursement.

NON-EXEMPT EMPLOYEE'S OVERNIGHT OR EXTENDED TRAVEL WITH STUDENTS

Non-exempt employees' scheduled work hours will depend on each day's itinerary, and are typically scheduled for 8-hour work days, with a 30-minute unpaid lunch break.

Employees are required to take at least one 30-minute unpaid lunch break during each work day and take two 10-minute rest breaks, in the middle of each work period as is practical, during each work shift of 8 hours, and in accordance with Company policy.

Upon return of nonexempt employees to the hotel or after their scheduled work hours on a work day, nonexempt employees shall not be required to engage in evening programming with students, perform room checks or perform designated employee on-call duties during the night, unless specifically assigned by the employee's supervisor.

Employees are not required to remain on the hotel premises during the employee's personal time off after the workday.

Each nonexempt employee must maintain a paper timesheet throughout the trip and must manually write in accurate in/out work times and meal breaks each day, and sign the timesheets daily. Timesheets are to be turned in and approved by their supervisor no later than the end of the workweek.

Each employee is responsible for ensuring their possession at all times of their valid passport to travel internationally.

All Employees must be timely, attentive, and engage in utmost care and professionalism towards and with students, Company employees, and third parties, and comply with Company behavior and conduct standards at all times.

Questions regarding this policy should be directed to Human Resources promptly.

SECTION 4: BENEFITS

WELLNESS HOURS

The Company provides Wellness Hours to eligible regular full-time and regular part-time employees as one of the many ways in which we show our appreciation for your loyalty and continued service, and for you to take time off to rejuvenate and refresh, to aid in your work performance or take care of necessary personal matters. This time can be used for vacation, jury or witness service, and for time off for illness or family needs. Depending on the reason for using Wellness Hours as described in this policy, where the need for time off is foreseeable, the employee is required to give the Company reasonable advance notice. Relax, travel, and spend some time with your family. It's up to you.

Employees who miss more than 40 hours or five days of work days as California Paid Sick Leave due to illness, including diagnosis, care, prevention or treatment or related to domestic violence, sexual assault or stalking, of the employee or covered family member, including unplanned or consecutive scheduled work days, or those who have taken Wellness Hours in excess of their accrued balance, must contact 9Dot Human Resources Department, and may be required to present a doctor's certification/note or other supporting documentation.

WELLNESS HOURS TIME OFF

Wellness Hours may be used both for vacation and for time off for illness or family needs, and is inclusive of California Paid Sick Leave benefits (discussed below). Accruals are based on a 26 Pay Period Payroll Schedule. Wellness hour accrual rates will depend upon the employee's eligible length of service . Regular full-time, and part-time employees earn Wellness Hours per pay period based on their length of continuous service with the Company and the hours they regularly work, in accordance with the guidelines established below.

Eligible, regular full-time and part-time employees will begin to accrue Wellness Hours on date of hire, but may not use Wellness Hours until the 90th day of employment. Therefore, their earliest wellness hour use date is 90 days after their hire date. Depending on the reasons for requesting use of Wellness Hours, Employees are required to give the Company as much advance notice as possible as described in this policy when requesting to use Wellness Hours, and may use Wellness Hours

subject to the needs of the business and applicable law. Non-exempt employees will be permitted to use their Wellness hours in whole-day or partial-day increments, with minimum 15-minute increments. Exempt employees will be permitted to use their Wellness hours in whole-day or partial-day increments, with minimum 1 hour increments.

The wellness hour accrual schedule for eligible employees is as follows:

EXEMPT EMPLOYEES

Length of Service	Accrual Rate – Per Eligible Pay Period	Maximum Annual Accrual	Max. Balance
Up to 5 years	Scheduled hours x .09615	25 Days or 200.00 Hours	43.75 Days or 350 Hours
5 years or more	Scheduled hours x .11538	30.00 Days or 240.00 Hours	52.5 Days or 420 Hours

NON-EXEMPT EMPLOYEES

Length of Service	Accrual Rate – Per Eligible Pay Period	Maximum Annual Accrual	Max. Balance

Up to 5 years	Hours worked and paid per pay period x .09615	25 Days or 200.00 Hours	43.75.00 Days or 350 Hours

5 years or more	Hours worked and paid per pay period x .11538	30.00 Days or 240.00 Hours	52.50 Days or 420.00 Hours

Wellness Hours will not accrue on any overtime hours worked, or any hours worked in excess of 40 hours per week. Accrual hours are those work hours reflected on the most current pay stub.

Accrual rates are subject to change at the Company's discretion.

WELLNESS HOURS MAXIMUM ACCRUALS

Employees are encouraged to use all Wellness Hours during the 24-month period after the hours have been earned. Please note we do not allow use of hours before it is earned. After the initial 26 pay periods, you will be allowed to accumulate up to the maximum balance permitted. Employees who accumulate the maximum balance will not earn, accrue or vest additional hours until the employee has taken some of the previously earned Wellness Hours, thereby reducing their accumulated total below the maximum accrual. Thereafter, Wellness Hours will only be earned up to the maximum balance allowed.

WELLNESS HOURS IN ACCORDANCE WITH CALIFORNIA PAID SICK LEAVE

In line with the Company's efforts to maintain a healthy and productive workforce, the Company allows the use of Wellness Hours in accordance with California Paid Sick Leave. The rate of pay for Wellness Hours for exempt employees will be calculated in the same manner as the Company calculates wages for other forms of paid leave time. The rate of pay for sick leave for non-exempt employees with a single hourly pay rate is based in the same way as the regular rate of pay for the workweek in which the non-exempt employee uses paid sick leave, whether or not

the employee works overtime in that workweek. However, for non-exempt employees who are paid different hourly rates, employees who are paid by commission or piece rate, and nonexempt salaried employees, the rate of pay for sick leave will be calculated by dividing the employee's total wages (not including overtime premium pay) by the employee's total hours worked in the full pay periods of the prior 90 days of employment.

Wellness Hours may be used for the diagnosis, care or treatment of an existing health condition of, or for the preventive care of, the employee or a family member of the employee. Family members include: child (including stepchild), parent (including step-parent or legal guardian of employee or employee's spouse or registered domestic partner), sibling, spouse, registered domestic partner, grandparent, and grandchild, and designated person. For purposes of this policy, a "designated person" means any individual who the employee designates at the time the employee requests paid sick days. An employee can have only one designated person per each calendar year or per 12-month period for Wellness Hours in accordance with sick leave.

Wellness Hours also will be made available to use during the time an employee serves on a jury or as a witness as required by law, and may also be used by an employee who is a victim, or whose family member is a victim, of domestic violence, sexual assault, stalking or a crime.

Where the need for time off due to illness, including diagnosis, care, prevention or treatment or related to domestic violence, sexual assault or stalking as described in this policy is foreseeable, the employee is required to give reasonable advance notice. If the need for such leave is unforeseeable, the employee shall provide notice as soon as practicable.

WELLNESS HOUR REQUESTS FOR VACATION

Every effort will be made to grant you your Wellness Hours at the time you desire. When possible, requests for Wellness Hours, which are not due to wellness leave in accordance with California Paid Sick Leave as described in this policy, should be in writing and submitted to your supervisor for approval at least 2 weeks in advance. The amount of wellness time requested cannot exceed the employee's accrued amount available.

WELLNESS HOURS AND LEAVES OF ABSENCE

During any paid leave of absence that exceeds 10 days in length (whether or not consecutive days), and during any unpaid leave of absences from work, Wellness Hours do not accrue. The use of accrued but unused Wellness Hours can be used for most unpaid leaves. Under California law, the employee may use accrued, unused Wellness Hours in an amount that does not exceed ½ of the maximum accrual hours to attend to illness of a child, parent, spouse or registered domestic partner of the employee. Employees must consult with Human Resources before taking any time off in conjunction with an approved leave or accommodation. For more information, please refer to the company's specific policy on Leave of Absences.

WELLNESS HOURS AND OVERTIME PAY

Wellness hour pay will be based on the employees' regular pay rate in effect at the time Wellness Hours are taken. Payment for Wellness Hours will be made on an employee's regularly scheduled payday. Wellness hour pay is not considered "hours worked," e.g., when calculating overtime pay.

HOLIDAY DURING WELLNESS HOURS

If a Company observed holiday occurs during a scheduled Wellness Hours and the employee is otherwise eligible for holiday pay, such employees will be paid for the holiday rather than a wellness day, and will be expected to return to work on the return date originally authorized by their supervisor.

PAYMENT OF WELLNESS HOURS AT TERMINATION

Payment will be made for any accrued, but unused, Wellness Hours upon an eligible regular full-time or regular part-time employee's separation from employment at their current regular pay rate, subject to payroll deductions and withholdings.

WELLNESS HOURS FOR RELIGIOUS REASONS

It is the Company's intent to reasonably accommodate the known religious and cultural observances and practices of employees, when to do so would not impose an undue hardship on the Company. Please talk to your supervisor if you need to take time away from work for religious reasons. Your time away from work will be unpaid, unless there is accrued available Wellness Hours.

SALARY DEDUCTIONS FOR EXEMPT EMPLOYEES WITH INSUFFICIENT WELLNESS HOURS BALANCES

Exempt employees are compensated on a salary basis in accordance with applicable wage and hour laws. In limited circumstances, salary deductions may be made when an exempt employee does not have accrued Wellness Hours available to cover an absence.

When an exempt employee is absent a full day or more but has insufficient (i.e., some, but less than a full day) accrued Wellness hours available, all the exempt employee's available Wellness Hours will be applied to the absence, and the employee will be paid for the full day.

If an exempt employee is absent for one or more full days and has NO accrued Wellness Hours available at that time the employees exempt salary can be deducted in full day increments in the following cases:

- Personal Reasons (Other Than Sickness or Disability): The Company may deduct the employee's salary for each full day of absence taken for personal reasons unrelated to sickness or disability.
- Sickness, Health Condition, or Disability: The Company may deduct the employee's salary for each full day of absence due to sickness, health condition, or disability once the employee has exhausted available Wellness Hours, consistent with Company policy and applicable law.

Salary deductions will not be made for partial-day absences.

CALIFORNIA PAID SICK LEAVE

For temporary employees and full-time and part-time employees who work at the Company for 30 or more days within a year, but are not eligible for Wellness Hours, California paid sick leave will accrue beginning on their first day of employment at a rate of 1 hour for every 30 hours worked. These employees are permitted to use any accrued sick leave beginning on their 90th day of employment. These employees will be permitted to use to the greater of five (5) accrued paid sick days or forty (40) hours of paid sick leave in each year of employment. These paid sick leave hours will have an annual carry-over to the following year maximum of 5 days or 40 hours, and a maximum balance accrual of 10 days or 80 hours. Employees who accumulate the maximum balance will not earn, accrue or vest additional paid sick time hours until

the employee has taken some of the previously earned sick time, thereby reducing their accumulated total below the maximum accrual. Thereafter, paid sick time will only be earned up to the maximum balance allowed.

California paid sick leave may be used for the time an eligible employee serves on a jury or as a witness as required by law. Sick leave may also be used by an employee who is a victim, or whose family member is a victim, of domestic violence, sexual assault, stalking or a crime.

Unused sick days or hours which are not taken shall not be paid to a temporary employee or a full-time or part-time employee of the Company who is not eligible for Wellness Hours. Additionally, any unused sick leave will be forfeited upon the employee's separation from the Company. If, however, a temporary employee or a full-time or part-time employee of the Company who is not eligible for Wellness Hours separates from the Company and is rehired within 6 months from the date of separation, previously accrued and unused paid sick days, if any, shall be reinstated. The rehired employee shall be entitled to use those previously accrued and unused paid sick days and to accrue additional paid sick days upon rehiring, subject to the use and accrual limitations set forth in Company policies.

Employees will be permitted to use their California paid sick days in whole-day or partial-day increments, with minimum 15-minute increments.

When a Temporary employee transitions to a regular full-time or regular part-time classification, their accrued, unused CA Sick Time will be converted to Wellness Hours and added to their Wellness Hours balance. The employee will begin accruing Wellness Hours starting from the effective date of this classification change. Wellness Hours cannot be used until the 90th day of employment.

COBRA

The State of California has Cal-COBRA which works in conjunction with the federal Consolidated Omnibus Budget Reconciliation Act (COBRA). Employees and qualified beneficiaries may be eligible to continue their group insurance benefits at the Company group rate plus an administrative fee. The length of COBRA continuation coverage, up to a maximum of 36 months, will be determined by the applicable qualifying event.

STATE DISABILITY INSURANCE

The Employment Development Department (EDD) administers a plan that provides benefits paid by the State when an employee cannot work because of an illness or injury that is not work related. Benefits are based on employee earnings, and eligible benefits may begin from the first day an employee is hospitalized or after the seventh day of the illness or accident if the employee is not hospitalized. You can get a claim form from your doctor or any workplace of the Employment Development Department, as well as applying on-line at http://www.edd.ca.gov/Disability/.

LEAVES

CALIFORNIA FAMILY RIGHTS LEAVE

Eligibility and Reasons for Leave

The Company recognizes that there are situations when a leave of absence may be necessary for family or medical reasons. Employees eligible for family or medical leave under this California Family Rights Leave policy are those who have been employed with the Company for a total of at least twelve (12) months, and have performed at least 1,250 hours of service with the Company during the previous twelve months prior to the commencement of leave, and who are employed at a worksite at which the Company employs five (5) or more employees.

Eligible employees may request an unpaid family and medical leave of absence under this policy for:

- The birth of a son, daughter, and to care for the newborn child of the employee;
- The placement of a son or daughter with the employee for adoption or foster care;
- To care for the employee's spouse, grandparent, grandchild, sibling, domestic partner (as defined by Section 297 of the Family Code), child of domestic partner, child or parent (including parent-in-law, defined as the parent of a spouse or domestic partner), with a serious health condition, or a designated person, with a serious health condition ("Family Member"). For purposes of this policy, a designated person means an individual related by blood or whose association with the employee is the equivalent of a family relationship. An employee can have only one designated person per each 12-month period;

- The serious health condition of the employee that makes the employee unable to perform the functions of the employee's position (except for leave taken for disability on account of pregnancy, childbirth, or related medical conditions); and
- Any "qualifying exigency" arising out of the fact that the employee's spouse, domestic partner, child, or parent (including parent-in-law, defined as the parent of a spouse or domestic partner) is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces, as specified in Section 3302.2 of the Unemployment Insurance Code.[1]

Leave to care for a newborn or newly placed or adopted child must be taken and completed within twelve (12) months of the birth, adoption or foster care placement.

Duration of Leave

Eligible employees may be granted up to an aggregate total of twelve (12) workweeks of leave during any twelve (12) month period of time under a rolling 12-month period measured backward from each date an employee uses leave. Each time an employee takes leave, the remaining leave entitlement shall be limited to the balance of their maximum leave entitlement which has not been used in the immediately preceding twelve (12) months.

In any situation, the length of leave granted will be only for that period of time reasonably necessary to attend to the family or medical situation and will not exceed twelve (12) workweeks within the relevant 12-month period.

To the extent applicable law entitles employees to additional time off, the Company will comply with those laws.

Employee Notice and Certification Obligations

Any employee who desires to take a family or medical leave must submit a written request to Human Resources, indicating the date on which the leave will commence and the estimated duration of the leave. If the employee's need for leave is foreseeable, the employee must provide the Company with reasonable advance notice of the need for the leave. An employee's failure to provide notice as provided in the foregoing sentence for a foreseeable leave may result in denial or delay of leave. If the need for leave is not foreseeable, then notice must be given as soon as practicable, except for emergency circumstances.

An employee who requests leave for the serious health condition of a Family Member must provide written certification to the Company from the health care provider of the Family Member requiring care, which states: (1) the date on which the serious health condition commenced; (2) the probable duration of the condition; (3) an estimate of the amount of time that the health care provider believes the employee needs to care for the family member; and (4) that the serious health condition warrants the participation of the employee to provide care during the period of treatment or supervision of the family member requiring care. Employees who request leave for their own serious health condition must provide written certification to the Company from their health care provider, which states: (1) the date on which the serious health condition commenced; (2) the probable duration of the condition; and (3) that the employee is unable to perform one or more of the essential functions of their position or must be absent from work for medical treatment.

Certification must be provided as soon as practicable and no later than within fifteen (15) days of requesting a leave (except where it is not practicable for the employee to do so despite the employee's good-faith efforts). The Company may require that employees provide the Company with recertification of the above items upon requesting an extension of any previously approved leave. Failure to provide the Company with adequate certification within a timely manner may result in denial or delay of leave.

In any case in which the Company has reason to doubt the validity of the certification of the employee's serious health condition that was provided, the Company may require, at the Company's expense, that the employee obtain the opinion of a second health care provider designated or approved by the Company, concerning any information certified by the health care provider. In any case that the second opinion differs from the opinion of the health care provider in the original certification, the Company may require, at the Company's expense, that the employee obtain the opinion of a third health care provider, designated or approved jointly by the Company and the employee. The opinion of the third health care provider shall be considered to be final and binding.

Intermittent and Reduced-Schedule Leave

If medically necessary due to the serious health condition of the employee, sibling, spouse, grandparent, grandchild, domestic partner, child, parent (including parent-in-law, defined as the parent of a spouse or domestic partner), or designated person (e.g., for recurring medical treatments certified by a healthcare provider), leave may be taken on an intermittent or reduced leave schedule. Leave taken

because of a “qualifying exigency” arising from a spouse, domestic partner, child, or parent (including parent-in-law, defined as the parent of a spouse or domestic partner), or designated person being on active duty (or being notified of an impending call or order to active duty) in the Armed Forces may also be taken intermittently or on a reduced leave schedule.

Leave for the birth, adoption, or foster care of a child does not have to be taken in one continuous period of time. Rather, it can be taken in blocks of time in no less than two (2) week increments. On two (2) occasions, however, the Company will grant a request for leave for the birth, adoption, or foster care placement of a child of less than two (2) weeks’ duration.

Benefits and Service Time During Leave

Throughout the duration of an approved leave, the employee’s medical coverage continues at the same level and conditions, and the employee will remain personally responsible for paying the employee’s portion of the insurance premium, including the employee’s portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage. If the employee fails to return to work for at least thirty (30) days following the expiration of leave under this policy, the employee will be required to reimburse the Company for the group health insurance premiums paid for by the Company on behalf of the employee during the leave, unless the employee has retired or the employee’s failure to return is caused by the continuation, recurrence, or onset of a serious health condition that entitles employee to leave under this policy or circumstances beyond the employee’s control. During the leave pursuant to this policy, the employee shall retain employee status with the Company. An employee returning from leave shall return with no less service time credit than the employee had when the leave commenced. An employee shall not accrue service time or benefits during an unpaid leave except as specifically provided under this policy. An employee who requires a leave of more than six (6) months will be given an opportunity to continue medical benefits through the Consolidated Omnibus Budget Reconciliation Act (COBRA) or USERRA.

Use of Wellness Hours During Leave

An employee may elect to utilize and substitute any accrued Wellness Hours during the otherwise unpaid leave; likewise, to the extent authorized by law, the Company requires employees to utilize and substitute any accrued Wellness Hours during the otherwise unpaid leave. An employee may elect to utilize and substitute any accrued paid Wellness Hours or California Paid Sick Leave that the employee is otherwise

eligible to take during the leave if the leave is taken for the employee's own serious health condition or for any other reason covered by the California Paid Sick Leave policy. To the extent authorized by law, the Company requires an employee to utilize and substitute any accrued paid Wellness Hours or California Paid Sick Leave that the employee is otherwise eligible to take during the leave if the leave is taken for the employee's own serious health condition. The use of such paid accrued benefits shall not extend the period of the approved leave under this policy.

Reinstatement Rights

Any employee returning from an approved family or medical leave of absence which does not exceed the maximum eligible length of such leave will be reinstated to their original or equivalent position with no loss in seniority or benefits which accrued prior to the leave of absence.

If, however, due to business reasons, the original or equivalent position ceased to exist during the leave period, and, had the employee not taken the leave, they would not otherwise have been employed at the time reinstatement is requested, the employee will not be reinstated at the end of their leave period.

Fitness For Duty Certification

As a condition of the employee returning from a leave taken because of the employee's own serious health condition, the Company may require medical certification from their health care provider that the employee is able to resume work with or without reasonable accommodation.

Other Terms & Conditions of Leave

If an employee does not return to work or obtain an extension, the employee will be treated as voluntarily resigned.

To the extent permitted by law, leave taken pursuant to this policy shall run concurrently with any other leave for which the employee is eligible by law or under applicable Company policy, including but not limited to, a leave under Family and Medical Leave law and a leave during which the employee is receiving wage replacement benefits under the Family Temporary Disability Insurance program, otherwise known as California's Paid Family Leave Insurance program.

This policy is intended to grant leave in full compliance with, and to the extent required by, the California Family Rights Act. Many of the terms used in this policy (for example, "serious health condition" and "serious injury or illness") are defined

specifically in the California Family Rights Act and/or the applicable regulations, and those definitions shall govern this policy.

FAMILY AND MEDICAL LEAVE (FMLA)

Eligibility and Reasons for Leave

The Company recognizes that there are situations when a leave of absence may be necessary for family or medical care reasons. Employees eligible for family or medical leave under this Family and Medical Leave policy are those who have been employed with the Company for a total of at least twelve (12) months, and who have performed at least 1,250 hours of service with the Company during the previous twelve months prior to the commencement of leave and who are employed at a worksite at which the Company employs fifty (50) or more employees within a seventy-five (75) mile radius of the worksite.

Eligible employees may request an unpaid family and medical leave of absence under this policy for:

- The birth of a son, daughter, and to care for the newborn child of the employee
- The placement of a son or daughter with the employee for adoption or foster care
- To care for the employee's spouse, registered domestic partner, son, daughter, or parent, with a serious health condition
- the serious health condition of the employee that makes the employee unable to perform the functions of employee's position
- Any "qualifying exigency" arising out of the fact that the employee's spouse, registered domestic partner, son, daughter, or parent is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces.[1] "Qualifying exigency" for purposes of this policy shall have the same meaning as set forth in the applicable federal regulation (29 C.F.R. § 825.126) and includes (1) short-notice deployment (deployment within 7 days of receiving notification); (2) military events and related activities; (3) childcare and school activities; (4) financial and legal arrangements; (5) counseling; (6) rest and recuperation (defined to mean spending time with a covered service member on rest and recuperation leave); (7) post- deployment activities (including to make arrangements in

the wake of the death of a covered military member); (8) parental care (care for the parent of the service member where the parent is incapable of self-care); and (9) additional activities not encompassed by the foregoing categories, but mutually agreed to by the employer and employee.

- To care for a spouse, registered domestic partner, son, daughter, parent, or individual to whom the employee is the "next of kin," who is either (i) a member of the Armed Forces (including a member of the National Guard or Reserves) who is (a) undergoing medical treatment, recuperation or therapy for a serious injury or illness, (b) otherwise in outpatient status (i.e., assigned either to a military medical treatment facility as an outpatient or to a unit established for purposes of providing command and control to members of the Armed Forces receiving outpatient medical care) for a serious injury or illness, or (c) otherwise on the temporary disability retired list for a serious injury or illness; or (ii) a veteran who is "undergoing medical treatment, recuperation, or therapy, for a serious injury or illness" and who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes leave to care for the veteran.[2] (Throughout this policy, service members/veterans as described in the foregoing sentence are referred to as "covered service members.")

Leave to care for a newborn or newly placed or adopted child must be taken and completed within twelve (12) months of the birth, adoption or foster care placement.

Duration of Leave

Except in the case of employees taking leave to care for covered service members with a serious illness or injury (who are entitled to longer leaves for that purpose, as addressed below), eligible employees may be granted up to an aggregate total of twelve (12) workweeks of leave during any twelve (12) month period of time under a rolling 12-month period. The rolling 12-month period is measured backward from each date an employee uses FMLA leave. Each time an employee takes leave, the remaining leave entitlement shall be limited to the balance of their maximum leave entitlement which has not been used in the immediately preceding twelve (12) months.

In any situation, the length of leave granted will be only for that period of time reasonably necessary to attend to the family or medical care situation and will not

exceed twelve (12) workweeks (or, in the case of a leave required to care for an ill or injured member of the Armed Forces, twenty-six (26) workweeks) within the relevant 12-month period.[3]

Notwithstanding any other provision of this policy, the twenty-six (26) weeks of leave available to care for an ill or injured member/veteran of the Armed Forces shall be available to an eligible employee in only a single twelve-month period beginning the first day on which the employee takes leave to care for the covered service member and ending 12 months after that date. During this single 12-month period, an eligible employee is entitled to a combined total of 26 workweeks of leave for any covered reason for leave under this policy, provided that the employee is entitled to no more than 12 weeks of leave for any reason other than the covered service member's serious illness or injury. In subsequent twelve-month periods, requests for leave to care for the covered service member will be assessed under the same terms and conditions as are generally applicable to employees who are needed to care for family members with a serious health condition, unless the need for leave is related to a subsequent (i.e., different) serious injury or illness (in which case the employee may be entitled to another leave of up to 26 weeks). Likewise, where an employee requires leave to care for a different covered service member with a serious illness or injury, the employee may be entitled to take more than one period of up to 26 weeks' leave.

To the extent applicable law entitles employees to additional time off, the Company will comply with those laws.

Request for Leave

Any employee who desires to take a family or medical care leave must submit a written request to Human Resources, indicating the date on which the leave will commence and the estimated duration of the leave. If the need for family or medical leave is foreseeable, employees must submit their request in writing at least 30 days in advance to their supervisor and to Human Resources (or, in the case of leave taken due to a "qualifying exigency"[4] arising from a family member's service or call to service in the Armed Forces, as soon as is reasonable and practicable). An employee's failure to provide notice as provided in the foregoing sentence for a foreseeable leave may result in denial or delay of leave. If the need for leave is not foreseeable, then requests must be sent as soon as is practical, except for emergency circumstances. Requests for family and medical leaves will normally be granted by the Company based on the facts and circumstances surrounding each individual request. If granted, employees will be given written notice designating the

leave as a family and medical leave of absence, as well as notice of their rights and obligations during the leave. If the need for the leave is due to planned medical treatment or supervision, the employee must make reasonable efforts to schedule the treatment or supervision to avoid disruption to the operations of the Company.

An employee who requests leave for the serious health condition of the employee's child, spouse, registered domestic partner or parent, must provide written certification to the Company from the health care provider of the individual requiring care, which states: (1) the date on which the serious health condition commenced; (2) the probable duration of the condition; (3) an estimate of the amount of time that the health care provider believes the employee needs to care for the child, spouse, registered domestic partner or parent; and (4) that the serious health condition warrants the participation of the employee to provide care during the period of treatment or supervision of the child, spouse, registered domestic partner or parent requiring care. An employee who requests leave for their own serious health condition must provide written certification to the Company from their health care provider, which states: (1) the date on which the serious health condition commenced; (2) the probable duration of the condition; and (3) that the employee is unable to perform one or more of the essential functions of their position or must be absent from work for medical treatment.

Certification must be provided as soon as practicable and no later than within fifteen (15) days of requesting a leave (except where it is not practicable for the employee to do so despite the employee's good-faith efforts). The Company may require that employees provide the Company with recertification of the above items upon requesting an extension of any previously approved leave. Failure to provide the Company with adequate certification within a timely manner may result in denial or delay of leave.

In any case in which the Company has reason to doubt the validity of the certification of the employee's serious health condition that was provided, the Company may require, at the Company's expense, that the employee obtain the opinion of a second health care provider designated or approved by the Company, concerning any information certified by the health care provider. In any case that the second opinion differs from the opinion of the health care provider in the original certification, the Company may require, at the Company's expense, that the employee obtain the opinion of a third health care provider, designated or approved jointly by the Company and the employee. The opinion of the third health care provider shall be considered to be final and binding.

Employees who request leave due to a "qualifying exigency" arising from a family member's service or call to service in the Armed Forces, and employees who request leave to care for a covered service member with a serious illness or injury may be required to present certification in accordance with regulations promulgated by the United States Secretary of Labor. Please see Human Resources for further information.

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[1] For members of a regular component of the Armed Forces, "covered active duty" means duty during the deployment of the member to a foreign country. For members of a reserve component of the Armed Forces, "covered active duty" means duty during the deployment of the member to a foreign country under a call or order to active duty referred to in 10 U.S.C. § 101(a)(13)(B).

[2] For service members discharged or released under conditions other than dishonorable prior to March 8, 2013, the period between October 28, 2009, and March 8, 2013, shall be excluded from calculation of the five-year period.

[3] Several kinds of "qualifying exigencies" leave are subject to shorter maximum durations. See Human Resources for additional information.

INTERMITTENT AND REDUCED-SCHEDULE LEAVE

If medically necessary due to the serious health condition of the employee, spouse, registered domestic partner, child, or parent (e.g., for recurring medical treatments certified by a healthcare provider), leave may be taken on an intermittent or reduced leave schedule. Likewise, with regard to leave to care for a military family member, if medically necessary due to the "serious injury or illness" of the employee's spouse, registered domestic partner, child, parent or service member to whom the employee stands as "next of kin" (e.g., for recurring medical treatments certified by a healthcare provider), leave may be taken on an intermittent or reduced leave schedule. If an intermittent or reduced-schedule leave is requested for planned medical treatment, the Company may require the employee to temporarily transfer to an alternative position with equivalent pay and benefits which better accommodates the intermittent or recurring leave schedule.

Leave taken because of a "qualifying exigency" arising from a spouse, registered domestic partner, son, daughter, or parent being on active duty (or being notified of an impending call or order to active duty) in the Armed Forces may also be taken intermittently or on a reduced leave schedule.

Leave for the birth, adoption, or foster care of a child does not have to be taken in one continuous period of time. Rather, it can be taken in blocks of time in no less than two (2) week increments. On two (2) occasions, however, the Company will grant a request for leave for the birth, adoption, or foster care placement of a child of less than two (2) weeks' duration.

Insurance

Throughout the duration of an approved leave, the employee's medical coverage continues at the same level and conditions, and the employee will remain personally responsible for paying the employee's portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage. If the employee fails to return to work for at least thirty (30) days following the expiration of leave under this policy, the employee will be required to reimburse the Company for the group health insurance premiums paid for by the Company on behalf of the employee during the leave, unless the employee has retired or the employee's failure to return is caused by the continuation, recurrence, or onset of a serious health condition that entitles employee to leave under this policy or circumstances beyond the employee's control.

Use of Wellness Hours

An employee may elect to utilize and substitute any accrued Wellness Hours or California Paid Sick Leave during the otherwise unpaid leave; likewise, to the extent authorized by law, the Company requires employees to utilize and substitute any accrued Wellness Hours or California Paid Sick Leave during the otherwise unpaid leave. An employee may elect to utilize and substitute any accrued paid Wellness Hours or California Paid Sick Leave that the employee is otherwise eligible to take during the leave if the leave is taken for the employee's own serious health condition or for any other reason covered by the California Paid Sick Leave policy. To the extent authorized by law, the Company requires an employee to utilize and substitute any accrued paid Wellness Hours or California Paid Sick Leave that the employee is otherwise eligible to take during the leave if the leave is taken for the employee's own serious health condition. The use of such paid accrued benefits shall not extend the period of the approved leave under this policy.

Return from Leave

Any employee returning from an approved family or medical care leave of absence which does not exceed the maximum eligible length of such leave will be reinstated

to their original or equivalent position with no loss in seniority or benefits which accrued prior to the leave of absence. If, however, for business reasons, the original or equivalent position ceased to exist during the leave period, and, had the employee not taken the leave, they would not otherwise have been employed at the time reinstatement is requested, the employee will not be reinstated at the end of their leave period.

If the employee on leave is a "key" employee, i.e., a salaried employee who is among the top ten percent (10%) of the employees in terms of gross earnings within 75 miles of the worksite at which that employee is employed, and reinstating the employee to employment would result in substantial and grievous economic injury to the operations of the Company, reinstatement may be denied. In such cases, the Company shall give the employee a reasonable opportunity to return to work after notifying the employee of the intent to refuse reinstatement.

Fitness For Duty Certification

As a condition of the employee returning from a leave taken because of the employee's own serious health condition, the Company may require medical certification from their health care provider that the employee is able to resume work with or without reasonable accommodation.

Fraudulently Obtained Leave

An employee who fraudulently obtains or uses leave under this policy is not protected by the reinstatement and health-benefit-maintenance provisions of this policy and applicable law.

Other Terms & Conditions of Leave

If an employee does not return to work or obtain an extension, the employee will be treated as voluntarily resigned.

To the extent permitted by law, leave taken pursuant to this Family and Medical Leave policy shall run concurrently with any other leave for which the employee is eligible by law or under applicable Company policy, including but not limited to, a leave during which the employee is receiving wage replacement benefits under the Family Temporary Disability Insurance program, otherwise known as California's Paid Family Leave Insurance program.

To the extent permitted by law, leave taken pursuant to this policy shall be counted against the employee's annual family and medical leave entitlements under the

federal Family and Medical Leave Act of 1993, California Family Rights Act, and any other applicable State or local laws.

This policy is intended to grant leave in full compliance with, and to the extent required by, the federal Family and Medical Leave Act and the California Family Rights Act. Many of the terms used in this policy (for example, “serious health condition” and “serious injury or illness”) are defined specifically in the Family and Medical Leave Act, the California Family Rights Act and/or the applicable regulations, and those definitions shall govern this policy.

PAID MEDICAL LEAVE POLICY

This policy provides limited paid leave for approved medical-related absences for eligible regular full time and regular part time employees as defined in the classification section of the employee handbook, in a rolling 12-month period. This Paid Medical Leave will run concurrently with unpaid leave provided under the Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA) when applicable. Paid Medical Leave must be taken consecutively and may not be broken into separate or intermittent periods. The Company provides Paid Medical Leave, as set forth below, at 100% of the employee's base pay for the following purposes as defined in the Company’s FMLA/CFRA policies: *

- To care for the employee's spouse, child, parent, domestic partner, grandparent, grandchild, or sibling who has a serious health condition;
- A serious health condition that makes the employee unable to perform the functions of his or her position;
- Any qualifying exigency due to an employee's spouse, child or parent being on covered active duty (or having been notified of an impending call or order to covered active duty) in the armed forces; or
- To care for a service member who is the employee's spouse, registered domestic partner, child, parent or next of kin.

  **For leaves related to the birth or care of a newborn or newly placed foster or adopted child, please see the Company’s Parental Leave Policy.*

To be eligible for any paid benefit under this policy, the employee must provide their supervisor and Human Resources written notice of the requested leave at least 30

days prior to the proposed date of leave (or if the leave was not foreseeable, as soon as possible). This policy for paid benefits will be in effect for medical leaves occurring on or after February 1, 2024.

Payment for Exempt Employees on Wellness Hours Time Off Plan

An exempt employee on an approved leave of absence covered by the FMLA and/or CFRA will be eligible to be paid 100% of the employee's base pay for up to thirty (30) calendar days of the employee's approved FMLA/CFRA leave. This paid leave will start the first day of the approved leave. For leaves that extend beyond the paid leave approved by the Company, the employee may apply for state benefits, such as California Paid Family Leave, State Disability Insurance and/or Short Term Disability, upon exhausting paid leave pursuant to this policy.

Payment for Non-Exempt Employees on Wellness Hours Time Off Plan

A full-time non-exempt employee on an approved FMLA or CFRA medical leave of absence will be eligible to be paid up to 30 calendar days of Paid Medical Leave at 100% of the employee's base pay, based on the employee's regularly scheduled work week. Paid Medical Leave will apply to the first day of qualifying leave. Once the employee's approved FMLA or CFRA leave extends beyond 30 days, the remainder of the FMLA or CFRA leave will be unpaid and the employee may utilize any available accrued Wellness Hours in accordance with the Company's Wellness Hours policy and/or may apply for benefits through the state, such as California Paid Family Leave, State Disability Insurance and/or Short-Term Disability.

Regular part-time non-exempt employees on an approved FMLA or CFRA medical leave of absence will be eligible to be paid up to thirty (30) calendar days of Paid Medical Leave on a prorated basis determined by the employee's average daily hours worked over the preceding eight weeks.

Approved Medical Non-FMLA Leaves

A regular non-exempt employee on an approved unpaid medical leave of absence that is not covered by the FMLA or CFRA may use any of the employee's available accrued Wellness Hours on the approved unpaid leave. For more information, please refer to the Company's specific policy on Leave of Absences and Wellness Hours.

In all circumstances, use of Paid Medical Leave benefits under this policy or Wellness Hours, if any, by an employee shall be concurrent with the employee's approved leave time. Under no circumstances shall paid leave benefits under this

policy or use of an employee's Wellness Hours extend the period of the employee's approved leave of absence.

Coordination with Other Policies

If a company holiday occurs while the employee is on paid medical leave, such day(s) will be charged to paid medical leave and such holiday pay will not extend the total paid medical leave entitlement.

PAID PARENTAL BONDING LEAVE

Policy

The Company will provide up to 12 weeks of paid parental bonding leave to eligible regular full-time and regular part-time employees (defined below) following the placement of a child with an employee in connection with adoption or foster care or after the birth of an employee's child. For employees who have given birth, paid parental bonding leave will begin after the employee has exhausted pregnancy disability leave, or is released to work or seeks to return to work from pregnancy disability leave, whichever occurs first. The purpose of paid parental bonding leave is to enable the eligible employee to care for and bond with a newborn or a newly adopted or newly placed child following the child's birth, adoption, or foster placement. This leave shall run concurrently with any leave to which the employee may be eligible under applicable law or Company policy, including the Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA).Paid Parental Bonding Leave must be taken consecutively and may not be broken into separate or intermittent periods. Please refer to Company policies for eligibility for unpaid leave pursuant to those policies. The maximum time for parental bonding leave (paid or unpaid) is twelve weeks in a 12- month period.

This policy will be in effect for births, adoptions or placements of foster children occurring on or after February 1, 2024.

Eligibility

Eligible employees must meet all the following criteria:

- Have been employed with the Company for at least 12 months (the 12 months do not need to be consecutive);
- Have worked at least 1,250 hours during the 12 consecutive months immediately preceding the date the leave would begin; and

- Be a full-time or part-time, regular employee (temporary employees and interns are not eligible for this benefit).

In addition, eligible employees must meet one of the following criteria:

- Have given birth to a child;
- Be a spouse or partner of a person who has given birth to a child; or
- Have adopted a child or been placed with a foster child (in either case, the child must be age 17 or younger). The adoption of an employee's spouse's child by the employee is excluded from this policy.

Amount, Time Frame and Duration of Paid Parental Leave

- Eligible employees will receive a maximum of 12 weeks of paid parental bonding leave per birth, adoption or placement of a child/children. In the event that a multiple birth, adoption or placement occurs (e.g., the birth of twins or adoption of multiple children), such occurrence does not increase the 12-week total amount of paid parental leave available for that event. In addition, in no case will an employee receive more than 12 weeks of paid parental leave in a rolling 12-month period, regardless of whether more than one birth, adoption or foster care placement event occurs within that 12-month time frame.
- If both parents are employees of the same Company, only one may access the paid benefits of this policy in a 12-month period. Both, however, may qualify for available unpaid state and federal family and medical leave or available unpaid new parent bonding leave if otherwise eligible.
- Each week of paid parental leave is compensated at 100% of the employee's regular, straight time weekly pay.
- For employees who have not given birth, approved paid parental leave may be taken at any time during the 6-month period immediately following the birth, adoption or foster placement of a child with the employee.
- For employees who have given birth, approved paid parental leave must commence immediately following the employee's exhaustion of, or release to work or seeking to return to work from, pregnancy disability leave, whichever occurs first. If the employee chooses not to take paid parental leave, they may

instead choose to utilize state-provided baby bonding benefits, if applicable. If an employee is not yet eligible for paid parental leave at the time their pregnancy disability leave ends or at the time they are released to work or they seek to return to work, whichever occurs first, they will be given the option to take paid parental leave upon meeting eligibility requirements, provided eligibility is met within six months following the exhaustion of, or release to work or seeking to return to work from, pregnancy disability leave, whichever occurs first. Paid parental leave may not be used or extended beyond this eligibility timeframe.

- Employees must take paid parental leave in one continuous period of leave. Any unused paid parental leave will be forfeited at the end of the applicable 6-month time frame and is not paid out or subject to carry-over.

- Upon termination or separation of the individual's employment at the company for any reason, they will not be paid for any unused paid parental leave for which they were eligible.

Coordination with Other Policies

- Paid parental bonding leave taken under this policy will run concurrently with leave under the FMLA/CFRA; thus, any leave taken under this policy that falls under the definition of circumstances qualifying for leave due to the birth or placement of a child due to adoption or foster care, will be counted toward the 12 weeks of available FMLA/CFRA leave per a 12-month period. All other requirements and provisions under the FMLA/CFRA will apply. In no case will the total amount of leave—whether paid or unpaid—granted to the employee under the FMLA/CFRA exceed 12 weeks during the 12-month FMLA/CFRA period. Please refer to the Family and Medical Leave Policy for further guidance on the FMLA/CFRA.

- The Company will maintain all benefits for employees during the paid parental leave period just as if they were taking any other company paid leave.

- If a company holiday occurs while the employee is on paid parental leave, such day will be charged to Paid Parental Leave and such holiday pay will not extend the total paid parental leave entitlement.

Requests for Paid Parental Leave

1. The employee must provide their supervisor and Human Resources with written notice of the request for paid leave pursuant to this policy at least 30 days prior to the proposed date of the leave (or if the leave was not foreseeable, as soon as possible). The employee must provide all documentation as required by Human Resources to substantiate the request.

2. As is the case with all Company policies, the Company has the exclusive right to interpret this policy.

PREGNANCY & LACTATION ACCOMMODATIONS

PREGNANCY DISABILITY LEAVE (PDL)

Overview & Procedures

Employees disabled by pregnancy, childbirth, or a related medical condition may request an unpaid leave of absence. If absence for two (2) weeks or more is expected, the employee must request a leave of absence. Any employee who desires to take a pregnancy disability leave must submit a written request to Human Resources, indicating the date on which the leave will commence and the estimated duration of the leave. A written medical certification by the employee's health care provider including: (1) a statement that the employee needs to take leave because the employee is disabled by pregnancy, childbirth or a related medical condition; (2) the date on which the employee became disabled; and (3) the estimated duration of the leave, is required, pursuant to Company policies.

A thirty (30) day notice by the employee for the leave is required, unless such notice is impractical or such leave is unforeseeable.

Normally, the length of the leave granted will be for the period of time that a health care provider determines that the employee is unable to perform the employee's job due to the disability. The total period of any approved leave of absence on account of disability due to pregnancy, childbirth or related medical conditions may not exceed four (4) months, unless otherwise required by law.

If the employee is eligible under the California Family Rights Act (CFRA), up to an additional twelve weeks of unpaid leave may be granted after the birth of the baby in order to care for the newborn. Pregnancy disability leaves do not run concurrently

with California CFRA but will run concurrently with the federal Family and Medical Leave Act (FMLA).

Pregnancy disability leave may be taken intermittently or on a reduced schedule as determined and certified by the employee's health care provider and consistent with applicable law. If it is medically advisable, and certified in writing by the employee's health care provider, for an employee to take intermittent leave or leave on a reduced work schedule, and it is foreseeable based on planned medical treatment because of the pregnancy, the employee may be required to transfer temporarily to an available alternative position to accommodate the medical need for intermittent leave or leave on a reduced work schedule.

In addition, the Company will transfer an employee affected by pregnancy to another position provided that: (1) the request is based upon the certification of the employee's healthcare provider that a transfer is medically advisable; and (2) the Company can reasonably accommodate the transfer. Likewise, to the full extent required by law, the Company will provide other reasonable accommodation if (1) the request is based upon the certification of the health care provider that the accommodation is medically advisable, and (2) the requested accommodation is reasonable.

Insurance

Throughout the duration of an approved leave, the employee will remain personally responsible for paying their portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage.

Use of Wellness Hours

An employee may elect to use any accrued Wellness Hours during the employee's otherwise unpaid pregnancy disability leave; likewise, to the extent authorized by law, the Company may require an employee to utilize and substitute any accrued, paid Wellness Hours that the employee is otherwise eligible to take during the leave. An employee may elect to use any accrued Wellness Hours time during the otherwise unpaid pregnancy disability leave.

The use of such paid accrued benefits shall not extend the period of approved pregnancy leave. An employee on PDL may be eligible for State Disability Insurance (SDI), and Paid Family Leave (PFL). An employee may not receive wages from both SDI or PFL and the Company in an amount exceeding the employee's calculated

weekly pay. Doing so might cause the disqualification, and/or a penalty issued by the State, and is the responsibility of the employee to notify both the Company and the Employment Development Department for your state.

Return from Leave

Employees on pregnancy leave who return to work immediately following the end of an approved leave, which does not exceed 4 months, with a physician's written release verifying that they are able to safely perform their duties will be returned to the same position held immediately prior to their leave, unless that employee would not otherwise have been employed in her same position at the time is requested for legitimate business reasons unrelated to the employee's pregnancy disability leave. If the employee is not entitled to reinstatement to her same position, as described in the foregoing sentence, the Company will assign the employee to a comparable position, unless no comparable position is available, or unless the Company would not have offered a comparable position to the employee if she had worked continuously throughout the leave period. If a comparable position is not available as of the scheduled date of reinstatement to an employee not entitled to reinstatement to her same position, the Company will notify the employee of any comparable positions that become available within 60 calendar days of the employee's scheduled date of reinstatement by means reasonably calculated to inform the employee, e.g., in person, by letter, telephone or email, or by links to postings on the Company's website regarding job openings.

Employees who do not return to work at the end of their authorized leaves and do not obtain an approved extension of the leave will be treated as having voluntarily resigned.

LACTATION ACCOMMODATION

To the full extent required by applicable law, the Company will provide a reasonable amount of break time to accommodate an employee who desires to express breast milk in private for the employee's infant child during the workday. The Company will provide an appropriate location, as defined by applicable laws, which is a space, other than a bathroom, in close proximity to the employee's work area, that is free from intrusion, private, and shielded from view from other employees and the public. The Company will also provide access to both a sink with running water and if possible, a refrigerator suitable for storing milk in close proximity to the employee's workspace. If the Company cannot provide a refrigerator, then the Company will

provide another cooling device suitable for storing milk, such as an employer-provided cooler.

The break time afforded under this policy shall, if possible, run concurrently with a non-exempt employee's authorized paid rest periods, during which the non-exempt employee shall be completely relieved from work duties. The Company may provide separate break time if it is not possible for the lactation time to run concurrently with a non-exempt employee's rest periods, or if the employee needs additional break time to express milk, but such separate and/or additional break time will be unpaid provided the non-exempt employee shall be completely relieved of work duties during the break. If the employee is not relieved of all duty during the break, the time shall be compensated. The frequency of breaks needed to express milk as well as the duration of each break will likely vary.

Exempt employees should be paid their full weekly salary as required by federal, state, and local law, regardless of whether they take breaks to express breastmilk.

Employees have the right to request lactation accommodation. To do so, Employees must notify their Supervisor or Human Resources if such accommodations are required.

If the Company cannot provide break time or a location that complies with the policy, the Company will notify the employee in writing.

The employee has the right to file a complaint with the Labor Commissioner's Bureau of Field Enforcement for any violation of their rights for lactation accommodation.

THE PREGNANT WORKERS FAIRNESS ACT (PWFA)

Under the Pregnant Workers Fairness Act (PWFA), reasonable accommodation may be provided for qualified employees and applicants who are affected by limitations related to pregnancy, childbirth, or related medical conditions, which are known by the Company unless the accommodation will cause undue hardship to the Company.

The Company will engage in the interactive process with qualified employees and applicants to determine reasonable accommodations in the workplace of known limitations, such as physical or mental conditions, related to pregnancy, childbirth, or related medical conditions.

Reasonable accommodations of the known limitations will be provided unless the Company can demonstrate that the accommodations would place an undue hardship on business operations.

The Company may only require employees to use a paid or unpaid leave to accommodate pregnancy-related restrictions if no other reasonable accommodations can be provided that would let the employee keep working.

Qualified Employee

Employees and applicants are qualified under PWFA if they, with or without reasonable accommodation, can perform the essential functions of the employment position. An individual is still qualified if the inability to perform an essential function is for a temporary period, the essential function could be performed in the near future, and the inability to perform the essential function can be reasonably accommodated.

Request for PWFA

Employees must notify their Supervisor or Human Resources Department to begin the interactive process. The employee will be required to complete an Accommodation Request and the Company will require medical certification from the employee's health care provider.

Other Terms & Conditions

This policy is intended to grant pregnancy accommodations in full compliance with, and to the extent required by, the federal Pregnant Workers Fairness Act (PWFA).

PERSONAL LEAVE

Personal Leave – A leave of absence for a compelling personal reason that does not qualify under the provisions of the California Family Rights Act (CFRA), federal Family and Medical Leave Act (FMLA), or Pregnancy Disability Leave.

Length of Leave

Employees who have completed at least one year of continuous service may submit a written request for a personal leave of absence. Personal leaves are unpaid and are not to exceed more than thirty (30) calendar days in a rolling 12 month period.

Requests for Leave

Written requests must state the reason for the leave, as well as the beginning and ending dates. Requests must be submitted to Human Resources at least 30 days prior to leave and approval for leave is at the sole discretion of the Company, based on the facts and circumstances surrounding each individual request, and business needs. In emergency situations, management may waive the advance notice requirement.

Insurance

Throughout the duration of an approved leave, the employee will remain personally responsible for paying the employee's portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage.

Return from Leave

Employees who return to work at the end of a personal leave will normally be returned to their former job classification if an opening exists or, if there is no such opening, they will be considered for a comparable position if one is available. The Company reserves the right to permanently replace an employee during an approved leave of absence.

BEREAVEMENT LEAVE

The Company provides up to five (5) days of Bereavement Leave to regular full-time and regular part-time employees due to the death of a family member. Family member is defined as spouse, domestic partner, child (including biological, adopted or foster child, stepchild, legal ward or child to whom the employee stands in loco parentis), parent (including biological, adoptive, or foster parent, stepparent or legal guardian of employee or employee's spouse or registered domestic partner, or the person who stood in loco parentis when the employee was a minor child), sibling, grandparent, grandchild, a stepparent or stepchild. The employee can use bereavement leave for each qualifying occurrence, meaning each death of a qualifying member.

- All 5 days of bereavement leave are paid by the company.
- The five (5) days of bereavement leave do not need to be taken consecutively and can be taken intermittently. The employee must complete

the bereavement leave within three (3) months of the family member's date of death.

- If the employee requires more than the allowed days off under this policy, the employee may request to use accrued and available Wellness Hours.
- The employee should notify their supervisor or manager immediately upon the death of the employee's family member or other individual, for which the employee will request bereavement leave.
- The company may require that the employee provide documentation of the death of the family member which may include a death certificate, published obituary, or written verification of death, burial or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or government agency. The documentation, if requested by the employer, must be provided within 20 days of the first day of bereavement leave.

Eligibility

Eligible employees must meet all the following criteria:

- Be classified as regular full-time or regular part-time
- Eligible after 30 days of employment

For a reproductive loss event please refer to our Reproductive Loss Policy.

REPRODUCTIVE LOSS POLICY

The Company provides up to five (5) days of Reproductive leave to regular full-time and regular part-time employees due to a reproductive loss event. A reproductive loss event is defined as the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. For an employee who experiences multiple reproductive loss events in a 12-month period, the employee can take up to five (5) days for each reproductive loss, up to a maximum of 20 days within a 12-month period.

Definitions

A "reproductive loss event" means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction.

"Failed adoption" means the dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party. This event applies to a person who would have been a parent of the adoptee if the adoption had been completed.

"Failed surrogacy" means the dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate. This event applies to a person who would have been a parent of a child born as a result of surrogacy.

"Miscarriage" means a miscarriage by a person, by the person's current spouse or domestic partner, or by another individual if the person would have been a parent of a child born as a result of the pregnancy.

"Stillbirth" means a stillbirth resulting from a person's pregnancy, the pregnancy of a person's current spouse or domestic partner, or another individual, if the person would have been a parent of a child born as a result of a pregnancy that ended in stillbirth.

"Unsuccessful assisted reproduction" means an unsuccessful round of intrauterine insemination or an assisted reproductive technology procedure. This event applies to a person, the person's current spouse or domestic partner, or another individual, if the person would have been a parent of a child born as a result of the pregnancy.

- All days of eligible leave permitted under this policy are paid by the Company.
- Leave permitted under this policy does not need to be taken consecutively and can be taken intermittently. Eligible employees must take the leave within three months of the event triggering the leave (i.e., the reproductive loss event). In the event the employee takes other leave protected by law (such as FMLA, CFRA, or PDL), leave under this policy due to a reproductive loss event must be completed within three (3) months of the end of the other legally protective leave.
- If the employee requires more than the allowed days off under this policy, the employee may request to use accrued and available Wellness Hours.
- The employee should notify their supervisor/manager immediately upon the reproductive loss event, for which the employee will request leave for reproductive loss. No documentation is required for a reproductive loss event.

Eligibility

Eligible employees must meet all the following criteria:

- Be classified as regular full-time or regular part-time
- Eligible after 30 days of employment.

JURY DUTY LEAVE

Jury Duty Leave – A leave of absence to serve on jury duty. Employees are encouraged to fulfill their civic responsibilities by serving on jury duty when required. Employees who are summoned for jury duty at a time that would be a particular hardship for the business may be asked to request the court to reschedule the jury duty.

Length of Leave

Regular full-time and regular part-time employees are eligible to be compensated for up to ten (10) jury duty days in a rolling 12-month period. Eligibility is from the date of hire. Any time off taken for jury duty beyond the 10 days will not be compensated by the Company, except as required by laws governing the compensation of exempt employees.

For employees who are not eligible for Wellness Hours, time off taken to perform jury service will not be compensated by the Company, except as required by laws governing the compensation of exempt employees. However, employees who are not eligible for Wellness Hours may utilize any available accrued California paid sick leave during the time an employee serves on a jury or as a witness as required by law.

Request for Leave

The employee must provide a copy of the Juror's summons to their supervisor within seven (7) days of notification.

Maximum Paid Benefits

Employees called for jury duty will be compensated at their normal base wage for a maximum of eight (8) hours per each day served on jury duty without the use of Wellness Hours. This may be a full eight (8) hours served on jury duty, or a combination of hours worked and hours served on jury duty up to a maximum of

forty (40) hours during a 5-day work week. Time spent on jury duty is not considered time worked for overtime purposes.

Return from Leave

Employees must submit their Jury Duty leave in Workday and attach the court-provided documentation detailing the days and hours served within the same pay period in which the leave was taken. If the Jury Duty leave spans multiple pay periods, the employee should enter the leave and upload the required documentation by the end of the final day of each applicable pay period.

SUBPOENA/WITNESS LEAVE

The Company shall grant leave to employees when they are summoned to report for witness service by any federal or state court. However, due to the hardship caused by any employee's absence, such time off taken to perform witness service unrelated to Company business will not be compensated by the Company, except as required by laws governing the compensation of exempt employees. However, an employee may utilize any available unused, accrued Wellness Hours time, if eligible, or available accrued California paid sick leave during the time the employee is on jury duty or witness service, if not eligible for Wellness Hours.

Employees will be paid their normal wage or salary if required by a subpoena by the company to appear in court on Company business and does not require the use of Wellness Hours by the employee.

Return from Leave

Employees are expected to report for work if they are excused by the Court on any day after less than 4 hours. Employees not reporting for work during off-time at the court will be subject to disciplinary action. The employee must submit a written leave of absence request to their supervisor either prior to or within the same pay period the leave was taken.

MILITARY SERVICE LEAVE

Military Service Leave – Under the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), an employee who leaves the company to perform military duties on behalf of the state or U.S. Government will be eligible for unpaid leave of absence in accordance with Federal and State laws governing such leaves.

Length of Leave

Under USERRA, employees are allowed absences from work for military duty for up to five (5) years. This five-year leave is the cumulative length of all absences from employment due to military service and not necessarily one continuous period. Certain exceptions might provide for an extension of the five-year limitation. For more information, please contact the Human Resources Department.

Request for Leave

All employees must provide advance written or verbal notice of the need for military leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

Insurance

An employee who requires a leave of less than 30 days will remain personally responsible for paying the employee's portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage.

An employee who requires a leave of more than one (1) month will be given an opportunity to continue benefits through the Consolidated Omnibus Budget Reconciliation Act (COBRA) or USERRA. More information can be obtained by contacting the Human Resources Department.

Use of Wellness Hours

This is an unpaid leave of absence; however, an employee has the option to use their accrued but unused Wellness Hours. Leaves in excess of available, accrued Wellness Hours time will be without pay to the extent authorized by law.

Return from Leave

The employee will be reinstated in accordance with applicable laws, and if the employee is qualified to return to work and reapplies for work within the time periods permitted by law. For more information, please contact the Human Resources Department.

MILITARY SPOUSE LEAVE

Military Spouse Leave – A leave of absence intended for the spouses, or registered domestic partner of military personnel. An employee working 20 hours or more a

week and have a spouse or registered domestic partner who is a member of the United States Armed Forces (the Army,

Navy, Air Force, Marines, and Coast Guard), National Guard, or Army Reserve who has been deployed during a period of military conflict, and is on leave (not returning from) military deployment.

Request for Leave

The employee must provide notice to their Supervisor and Human Resources, no later than two (2) business days after receiving an "official notice" that the spouse will be on leave (not returning from) military deployment, and that the employee intends to take the time off from work during the leave from deployment. Further, the employee must provide "written documentation, certifying" that the spouse will be on leave from deployment during the time of the employee's requested leave.

Length of Leave

Employees are entitled up to ten (10) unpaid days off from work per deployment.

Use of Wellness Hours

This is an unpaid leave of absence; however, an employee has the option to use their accrued but unused Wellness Hours. Leaves in excess of available, accrued Wellness Hours time will be without pay to the extent authorized by law.

EMERGENCY DUTY/VOLUNTEER FIREFIGHTERS LEAVE

Emergency Duty/Volunteer Firefighter Leave – No employee shall be discharged or in any manner discriminated against for taking time off to perform emergency duty as a volunteer firefighter, a reserve peace workplace, or emergency rescue personnel.

Leave for Training

An employee who is a volunteer firefighter shall be permitted to take temporary leaves of absence, not to exceed an aggregate of fourteen (14) days per calendar year, for the purpose of engaging in fire or law enforcement training.

Request for Leave

Employees are required to provide written notice of a leave of absence request by emailing Human Resources or their direct supervisor as soon as practicable.

Use of Wellness Hours

This is an unpaid leave of absence; however, an employee has the option to use their accrued but unused Wellness Hours. Leaves in excess of available, accrued Wellness Hours time will be without pay to the extent authorized by law.

VICTIMS OF CRIME – TIME OFF TO OBTAIN RELIEF

Usage and Definitions

An employee who is a victim of a "Covered Crime" is eligible for unpaid leave to obtain or attempt to obtain relief, including but not limited to, obtaining a temporary restraining order, a restraining order or other injunctive relief, to help ensure the employee's health, safety or welfare, or that of the employee's child(ren). A "Covered Crime" is a crime or public offense, regardless of whether a person is arrested for, prosecuted for, or convicted of, committing the crime, that: (a) would constitute a misdemeanor or a felony if the crime had been committed in California by a competent adult, or (b) an act of terrorism as defined in Section 2331 of Title 18 of the United States Code.

Reasonable Advanced Notice

The employees must provide reasonable advance notice to Human Resources (unless advance notice is not feasible) of the employee's intention to take leave under this policy.

Certification

When an unscheduled absence is taken, the employee must provide certification to Human Resources within a reasonable time after the employee's absence in any of the following forms:

- A police report indicating that the employee was a victim.
- A court order protecting or separating the employee from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that the employee appeared in court.
- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse.

- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee or an individual acting on the employee's behalf that certifies that the absence is for a purpose as authorized in this policy.

Confidentiality

To the extent allowed by state law, the Company shall maintain the confidentiality of any employee requesting leave under this policy. Furnishing evidence or providing a certification shall not waive any confidentiality or privilege that may exist between the employee or employee's family member and a third party.

Usage of Paid Time Off

Employees may use available Wellness Hours, accrued California Paid Sick Leave or other paid time off available to the employee in lieu of unpaid leave status.

Total Amount of Leave

The total amount of leave taken under this Policy, The Victims Of Crimes – Time Off For Medical Care and Safety Planning policy, and the Victims Of Crime – Time Off To Appear At Court/Comply With A Subpoena policy is limited to 12 weeks.

To the extent permitted by law, the maximum amount of combined time that an eligible employee can take a leave under this policy, the California Family Rights Act, and the Family and Medical Leave policy is 12 weeks in a 12-month period.

No Discrimination or Retaliation

The Company will not discharge, discriminate, or retaliate against an employee because they took time off under this policy. The Company also will not discharge, discriminate, or retaliate against an employee because of the employee's or their family member's status as a victim if the employee provides notice to the Company of the status or the Company has actual knowledge of the status. Additionally, the Company will not interfere with, restrain, or deny the exercise of, or the attempt to exercise, any right provided under this policy.

Pamphlet Link

Please see the attached link for more information about your rights under this policy: https://calcivilrights.ca.gov/wp-content/uploads/sites/32/2025/07/Survivors-Right-to-Time-Off_English-B.pdf.

VICTIMS OF CRIME – TIME OFF FOR MEDICAL CARE AND SAFETY PLANNING

Usage and Definitions

An employee who is: (a) a victim or whose family member is a victim, of a "qualifying act of violence" is eligible to take unpaid time off from work to attend to any of the following:

- To obtain or attempt to obtain any relief for the family member. Relief includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim.
- To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence.
- To participate in safety planning or take other actions to increase safety from future qualifying acts of violence.
- To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare.
- To provide care to a family member who is recovering from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence.
- To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence.

- To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this Policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence.
- Sexual assault.
- Stalking.
- An act, conduct, or pattern of conduct that includes any of the following:
    I. an individual causes bodily injury or death to another individual.
    II. an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or
    III. an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

A family member shall mean: (a) a child, regardless of age, of the employee (biological, adopted or foster child, stepchild, legal ward, or to whom the employee stands in loco parentis), child of employee's domestic partner, or a person to whom the employee stood in loco parentis when the person was a minor; (b) a parent (biological, adoptive, foster, stepparent or legal guardian) of the employee, employee's spouse or domestic partner, or a person who stood in loco parentis when the employee or the employee's spouse or domestic partner was a minor child; (c) a person to whom the employee is legally married under the laws of any state, or a domestic partner of the employee as registered under the laws of any state or political subdivision; (d) a sibling of the employee (biological, foster, adoptive, step siblings or half-sibling); or (e) a designated person.

For purposes of this Policy, "designated person" means any individual related by blood or whose association with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave.

Reasonable Advanced Notice

Employees are required to provide reasonable advance notice to Human Resources, unless the advance notice is not feasible of the employee's intention to take time off under this policy.

Certification

When an unscheduled absence occurs for these purposes, the employee must provide a certification to Human Resources within a reasonable time after the absence in any of the following forms:

- A police report indicating that the employee was a victim.
- A court order protecting or separating the employee from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that the employee appeared in court.
- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse.
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf that certifies that the absence is for a purpose as authorized in this policy.

Confidentiality

To the extent allowed by state law, the Company shall maintain the confidentiality of any employee requesting leave under this policy. Furnishing evidence or providing a certification shall not waive any confidentiality or privilege that may exist between the employee or employee's family member and a third party.

Reasonable Accommodation

The Company will provide reasonable accommodations for an employee who is a victim or whose family member is a victim of a qualifying act of violence who requests an accommodation for the safety of the employee while at work. Reasonable accommodations may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone,

permission to carry telephone at work, changed work station, installed lock, assistance in documenting domestic violence, sexual assault, stalking, or another qualifying act of violence that occurs in the workplace, an implemented safety procedure, or another adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence, or referral to a victim assistance organization. The Company, however, is not required to provide a reasonable accommodation to an employee who has not disclosed the employee's status, or the employee's family member's status, as a victim. The Company will engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations if a request is made. In determining whether the accommodation is reasonable, the Company will consider an exigent circumstance or danger facing the employee or their family member. The Company, however, is not required to undertake an action that constitutes an undue hardship on its business operations as defined under California law, including an action that would violate the Company's duty to furnish and maintain a place of employment that is safe and healthful for all employees. For any request for reasonable accommodation under this policy. The Company may request that the employee provide a written statement signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for a purpose authorized under this policy. The Company may also request certification from an employee requesting an accommodation demonstrating the employee's status, or the employee's family member's status, as a victim. Certification shall be sufficient in the form of any of the categories described above. The Company also may request recertification of an employee's status, or an employee's family member's status, as a victim, or ongoing circumstances related to the qualifying act of violence, every six months after the date of the previous certification.

Confidential Documentation

Any verbal or written statement, police or court record, or other documentation provided to the Company identifying an employee or the employee's family member as a victim shall be maintained as confidential by the Company and shall not be disclosed by the Company except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be given notice before any authorized disclosure. Furnishing evidence or providing a certification under this policy will not waive any confidentiality or privilege that may exist between the employee or employee's family member and a third party.

New Accommodation

If circumstances change and an employee needs a new accommodation, the employee shall request a new accommodation by submitting a request to 9DOT Human Resources. Upon receiving the request, the Company shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations. If an employee no longer needs an accommodation, the employee shall notify the Company that the accommodation is no longer needed.

No Retaliation for Accommodation Request

The Company will not retaliate against an employee for requesting a reasonable accommodation under this policy, regardless of whether the request was granted.

Usage of Paid Time Off

Employees may use accrued Wellness Hours or accrued California Paid Sick Leave in lieu of unpaid time off.

Limitations of Leave

Leave taken to relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare, where the employee's family member is a victim who is not deceased as a result of a crime, and the employee is not a victim is limited to five days.

Leave taken when any employee's family member is a victim who is not deceased as a result of crime, and the employee is not a victim is limited to 10 days.

No Discrimination or Retaliation

The Company will not discharge, discriminate, or retaliate against an employee because they took time off under this policy. The Company also will not discharge, discriminate, or retaliate against an employee because of the employee's or their family member's status as a victim if the employee provides notice to the Company of the status or the Company has actual knowledge of the status. Additionally, the Company will not interfere with, restrain, or deny the exercise of, or the attempt to exercise, any right provided under this policy.

Total Amount of Leave

The total amount of leave taken under this Policy, The Victims Of Crimes – Time Off To Appear In Court policy, and the Victims Of Crime – Time Off To Obtain Relief policy is limited to 12 weeks.

To the extent permitted by law, the maximum amount of combined time that an eligible employee can take a leave under this policy, the California Family Rights Act, and the Family and Medical Leave policy is 12 weeks in a 12- month rolling period.

Pamphlet Link

Please see the attached link for more information about your rights under this policy: https://calcivilrights.ca.gov/wp-content/uploads/sites/32/2025/07/Survivors-Right-to-Time-Off_English-B.pdf.

VICTIMS OF CRIMES – TIME OFF TO APPEAR AT COURT/COMPLY WITH A SUBPOENA

An employee is eligible for unpaid leave to serve as required by law on an inquest jury or trial jury if the employee, prior to taking time off, gives reasonable notice to 9DOT Human Resources that the employee is required to serve. An employee, including but not limited to an employee who is the victim of any crime, also is eligible for unpaid leave to appear in court to comply with a subpoena or other court order as a witness at any judicial proceeding.

Employees may use accrued Wellness Hours or accrued California Paid Sick Leave in lieu of unpaid leave status.

The Company will not discharge, discriminate, or retaliate against an employee for taking time off under this policy. The Company also will not discharge, discriminate, or retaliate against an employee because of the employee's or their family member's status as a victim if the employee provides notice to the Company of the status or the Company has actual knowledge of the status. Additionally, the Company will not interfere with, restrain, or deny the exercise of, or the attempt to exercise, any right provided under this policy.

The total amount of leave taken under this policy, the Victims Of Crime – Time Off For Medical Care And Safety Planning policy, and the Victims Of Crime – Time Off To Obtain Relief policy is limited to 12 weeks.

To the extent permitted by law, the maximum amount of combined time that an eligible employee can take a leave under this policy, the California Family Rights Act, and the Family and Medical Leave policy is 12 weeks in a 12-month period.

Please see the attached link for more information about your rights under this policy: https://calcivilrights.ca.gov/wp-content/uploads/sites/32/2025/07/Survivors-Right-to-Time-Off_English-B.pdf

SCHOOL ISSUES & ACTIVITIES LEAVE

An employee who is the parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in loco parentis to, one or more children of the age to attend a licensed childcare provider, or kindergarten or grades 1 through 12, is eligible for up to 40 unpaid hours off per school year for the purpose of: (1) finding, enrolling, or re enrolling their child in a school or with a licensed childcare provider, (2) participating in activities of the school or licensed child care provider, and/or (3) addressing a child care provider or school emergency. Employees may be required to use any accrued Wellness Hours or personal leave for these purposes.

The employee may take up to eight hours in any calendar month of the year to find, enroll, or re- enroll their child in a school or with a licensed childcare provider, or to participate in activities of the school or licensed child care provider. The employee is required to provide documentation from the school or licensed child care provider as proof to 9 DOT Human Resources.

A child care provider or school emergency means that an employee's child cannot remain in a school or with a child care provider because: (1) the school or child care provider has requested that the child be picked up, or has an attendance policy (excluding planned holidays) that prohibits the child from attending or requires the child to be picked up; (2) behavioral or discipline problems; (3) closure or unexpected availability of the school or child care provider (except for planned holidays); or (4) a natural disaster. Employees must give reasonable notice to 9DOT Human Resources, prior to taking the time off, for a planned absence for any of the above-enumerated child-related activities.

An employee who is the parent or guardian of a child who has been suspended from school will be allowed unpaid time off if requested by the school to appear at the school in connection with that suspension. The employee must give reasonable notice to 9DOT Human Resources of the request.

Use of Wellness Hours

Except for time off granted in connection with a child's suspension from school, time off will be charged to the employee's accrued but unused Wellness Hours. Additional time off allowed under this policy in excess of available accrued Wellness Hours, will be unpaid to the extent authorized by law. Time off allowed in connection with a request by the school for the employee to appear at school due to a suspension of the child will be unpaid time off.

Return from Leave

The employee must submit a leave of absence request to 9Dot Human Resources and the documentation provided by their child's school or licensed day care facility as proof that the employee participated in the activity, or suspension meeting on a specific date and at a specific time.

STUDENT TEACHER LEAVE

Regular full-time and regular part-time employees may request a student teaching leave if required by a teacher preparation program.

Length of Leave

The length of leave will be determined by the requirements of the teacher preparation program.

Request for Leave

Employees must provide 30 days advance written notice of the need to take a leave to their Supervisor and 9DOT Human Resources. The request must be approved by the supervisor, and will be granted on a case by case basis in accordance with business needs. The employee is required to provide documentation from the teacher preparation program as proof.

Insurance

An employee who requires a leave of less than 6 months will remain personally responsible for paying the employee's portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage. If an employee requires a leave of more than 6 months, benefits will terminate effective the first day of the month following completion of 6 months of leave. At that time, the employee will be given an opportunity to continue group medical insurance benefits through the

Consolidated Omnibus Budget Reconciliation Act (COBRA) if your leave extends past (6) months. More information on COBRA can be obtained by contacting the Human Resources Department.

Return from Leave

Employees who return to work at the end of a student teaching leave will normally be returned to their former job classification if an opening exists or, if there is no such opening, they will be considered for a comparable position if one is available. The company reserves the right to permanently replace an employee during an approved leave of absence.

ORGAN AND BONE MARROW DONOR LEAVE

The Company grants paid leaves of absence to employees in California who have been employed for at least a 90-day period immediately preceding the commencement of leave and who seek leave to donate an organ or bone marrow. Employees shall receive up to 30 business days of paid leave plus 30 business days of unpaid leave to donate an organ and up to five business days to donate bone marrow in a one-year period, which is measured from the day the leave begins and consists of 12 consecutive months. This leave may be taken in one or more periods, but it shall not exceed the time periods set forth above. To take this leave, employees must provide written verification that their donation is required by medical necessity.

Any period of time that employees are absent to be an organ or bone marrow donor does not constitute a break in continuous service for employment benefit purposes, and, to the extent required by law, employees returning from these leaves shall be restored to the position they held upon commencing their leave or to an equivalent position.

Retaliation against an employee who requests leave under this policy is strictly prohibited.

Use of Wellness Hours

Employees must take five (5) days of earned but unused Wellness Hours for bone marrow donation leave and two (2) weeks of earned but unused Wellness Hours for organ donation leave.

UNEMPLOYMENT

The Company pays unemployment insurance taxes on your behalf to both the state and federal governments. These taxes fund the payment of unemployment insurance benefits to you should you become eligible to receive them. Detailed information about unemployment insurance benefits can be obtained from the Employment Development Department at www.edd.ca.gov.

SECTION 5: PERFORMANCE STANDARDS

ARTIFICIAL INTELLIGENCE COMPANY USE POLICY & GUIDELINES

Purpose

The purpose of this Policy is to establish guidelines for the appropriate use of Artificial Intelligence (AI) in the workplace. Artificial Intelligence is the ability for machines to perform tasks that typically would require human intelligence. These technologies enable machines to learn from data, recognize patterns, understand natural language, and interact with the environment in ways that mimic human cognition.

This policy covers all Artificial Intelligence ("AI") technologies including but not limited to the following; machine learning, natural language processing and computer vision (a form of AI that trains the computer to understand and interpret visual information form images and videos). This policy applies to all Artificial Intelligence (AI) technologies listed below, including third-party and publicly available options.

Generative AI is a specific type of AI – which includes Natural Language Processing, Machine Learning and Deep Learning systems – trained on large volumes of written information (referred to as Large Language Models (LLM), that use algorithms to generate new creative content. Examples of Generative AI include; ChatGPT, Claude, Perplexity, Gemini and other similar programs, which all have the capability to answer questions, provide explanations and summaries, draft documents, and simulate discussions among other things. Other examples of AI tools are Voice Dictation and Speech Recognition, Computer Vision, Robotics, and Algorithmic AI, which is a technology that analyzes data and knowledge graphs with machine-learning algorithms and can make decisions or predictions based on the data or make or assist in making decisions.

While the Company embraces innovation and the use of such technology to enhance productivity, efficiency, and decision-making, it is necessary to comply with applicable laws and respect privacy, confidentiality, and data security. Further,

the Company recognizes that this is an emerging and rapidly changing field and that its policy is subject to change.

Scope

This Policy applies to all employees of the Company and, where applicable, contractors, consultants, and other individuals performing work for or on behalf of the Company (collectively, "AI users").

Policy

This Policy applies when AI tools are used to perform, or assist in the performance of, any work-related activities. This Policy applies regardless of the location of AI users at the time they use AI tools, and regardless of whether the AI tools are used on Company devices, personal devices, or third-party devices.

The Company commits to the ethical use of AI in accordance with its professional conduct and non-discrimination policies. These technologies must not be used to create content that is inappropriate, discriminatory, deceptive, or otherwise harmful to others or to the Company. All AI-generated content must be carefully reviewed for accuracy, appropriateness, and bias before relying on it for work purposes. AI users are responsible for ensuring that the AI-generated content aligns with the Company's mission and values, and should actively work to identify and mitigate biases in AI systems.

AI users are prohibited from inputting data specific to the Company, including the Company Name or other identifying information, or confidential or proprietary business information belonging to the Company when using commercially, publicly available AI tools. This includes but is not limited to copying, pasting, typing, or in any way submitting personal information (e.g., names, contact information, dates of birth, social security numbers, etc.) about employees, students, vendors, agents, contractors and other members of the Company into AI tools. Inputs into AI prompts via text, speech, images, or any other means must be anonymized to avoid disclosing confidential Company information. AI users must comply with the Company's policies when utilizing AI tools for conducting any Company business.

Before using AI for work purposes, AI users should discuss the parameters of their use with their direct supervisors. AI use in work should always be disclosed, and AI users must not plagiarize or fail to attribute AI-generated content that is used

for work purposes. Below are guidelines to be evaluated and followed prior to using any AI products or tools:

- **Data privacy, confidentiality and security:** All data that will or could be typed or entered into the AI tool or service must be evaluated in accordance with the Company's policies. This will enable the Company to continue to protect sensitive data in accordance with privacy and security laws while still taking advantage of emerging benefits of AI. Information entered into AI engines opens up the data to be searchable through the public internet. Any other data classified as non-public may only be used in vendor-developed AI tools only after such tools have been approved by the Company's leadership.

- **Inaccurate and biased information:** in AI and their impact on decision-making – Biases are inherent in AI, especially when using Generative AI tools. Information should be carefully reviewed for these biases (both unconscious and conscious), as well as validation of answers. Fact-checking information is necessary before answers are considered absolute and used in any decision-making capacity.

- **Human Oversight & Responsibility:** AI tools may only be used to assist with tasks, not to replace human work. Employees remain fully responsible for the performance of their job duties, the accuracy of their work, and the exercise of professional judgment. Reliance solely on AI as a substitute for completing work is strictly prohibited.

Similarly, employees may not use automated note-taking features (including those offered by AI tools) during meetings unless permission has been granted by the employees' supervisor or a Company representative and all attendees. Employees are strictly prohibited from recording meetings or conversations without explicit permission from the Company **and all participants**. This restriction includes, but is not limited to, audio recordings, video recordings, and transcription services.

AI users are expected to contact Human Resources immediately if they become aware of an actual or possible violation of this Policy, for an actual or possible breach of data privacy or security related to the use of AI in the workplace. Violations of this Policy will result in disciplinary action, up to and including termination of employment.

SECTION 6: SAFETY

CONFLICT PREVENTION & RESPONSE POLICY

The Company is committed to providing staff with a work environment that is safe, secure, and free of intimidation, threats, and violence. The Company intends to maintain this commitment by responding with zero tolerance to acts of violence, by training staff to recognize and effectively respond to behavior which may lead to violence, and by communicating to staff the expectations of responsible behavior in the workplace. With the participation and willingness of all staff to stay alert, be informed, and take appropriate action, a safe and positive working environment can be sustained.

Definitions:

Behavioral Restraint means "mechanical restraint" or "physical restraint" used as an intervention when a student presents an immediate danger to self or others. Behavioral Restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint means the use of a device or equipment to restrict a student's freedom of movement. Mechanical Restraint does not include the use of devices by trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed in accordance with Education Code Section 49005.1(d)(B)(i)-(iv).

Physical Restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. Physical Restraint does not include a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

Prone Restraint means the application of a Behavioral Restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment.

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not

include a timeout, which is a behavior management technique that is part of an approved program, that involves the monitored separation of the student in a nonlocked setting, and is implemented for the purpose of calming.

Use of Reasonable Force:

The Company recognizes that staff have a responsibility to intervene in order to protect students. A staff member may use reasonable force in order to quell a disturbance, protect others, in self-defense or to take possession of weapons.

A staff member shall:

A. Not use excessive force or an unreasonable amount of force under the circumstances to control disturbances, protect others, act in self-defense or seize weapons.

B. Not use Seclusion or a Behavioral Restraint for the purpose of coercion, discipline, convenience or retaliation.

C. Not use locked Seclusion.

D. Not use a Physical Restraint technique that obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places the staff member's body weight against the student's torso or back.

E. Not use a Behavioral Restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face.

F. Not use Prone Restraint.

G. Not use a Behavioral Restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

Staff members shall keep constant, direct observation of a student who is in seclusion, which may be through observation of the student through a window, or another barrier, through which the staff members are able to make direct eye contact with the student. The observation shall not be through indirect means, including through a security camera or a closed-circuit television.

Students with Exceptional Needs:

Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the student with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.

Emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.

No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require staff members to seek assistance of the school site administrator(Assistant Principal/Principal or law enforcement agency, as applicable to the situation.

Emergency interventions shall not include:

A. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

B. Employment of a device, material, or objects that simultaneously immobilize all four extremities.

C. Prone Restraint.

D. An amount of force that exceeds that which is reasonable and necessary under the circumstances.

The student's parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs.

Behavioral Emergency Report: A behavioral emergency report ("Report") shall immediately be completed and maintained in the file of the student with exceptional needs. The Report shall include all of the following:

A. The name and age of the student with exceptional needs.

B. The setting and location of the incident.

C. The name of the staff member or other persons involved.

D. A description of the incident and the emergency intervention used, and whether the student with exceptional needs is currently engaged in any systematic behavioral intervention plan.

E. Details of any injuries sustained by the student with exceptional needs, or others, including staff, as a result of the incident.

All Reports shall immediately be forwarded to, and reviewed by, the Principal and forwarded to the Director of School and Director of Special Education.

If a Report is written regarding a student with exceptional needs who does not have a behavioral intervention plan, the school administrator shall, within two days, schedule an individual education program (IEP) team meeting to review the Report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a Report is written regarding a student with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Prohibited Interventions: The Company shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

A. Any intervention that is designed to, or likely to, cause physical pain, including but not limited to, electric shock.

B. An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student.

C. An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.

D. An intervention that is designed to subject, used to subject, or likely to subject, the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.

E. Restrictive interventions that employ a device, material or objects that simultaneously immobilize all four extremities.

F. Prone Restraint.

G. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

H. An intervention that precludes adequate supervision of the student.

I. An intervention that deprives the student of one or more of the student's senses.

In the case of a student whose behavior impedes the student's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior consistent with 20 U.S.C. §1414(d)(3)(B)(i) and (d)(4) and associated federal regulations.

Basic Points to Remember When Intervening:

Staff who choose to intervene should remember some basic points when intervening safely in fights and conflicts:

- Monitor for early warning signs of such conflicts as stare-downs, verbal exchanges, posturing, audience formation, and other clues that an altercation is about to ensue.
- Remain calm and do not draw additional student attention to the incident.
- Get assistance en route to the scene or as soon as possible.
- Briefly assess the situation, including the participants, the audience, and your surroundings, before jumping into the middle of a crowd.
- Watch hands as well as eyes.
- Identify an escape route and do not be afraid to take it, if necessary.
- Use of force by staff should be reasonable, necessary, and timely in the eyes of a prudent person.
- Use of force should escalate only in response to the level of resistance and without malice by the staff member using the force.

- Use of force should cease once compliance is achieved.
- Use of force by staff in any incident should be documented and witness statements should be obtained immediately following the incident.

References: Education Code Sections 49005.1, 49005.8, 56521.1, 56521.2

MANDATORY REPORTING

CHILD ABUSE INCIDENTS REPORTS

In the instance of suspected child abuse, all teachers, instructional aides, and any worksite personnel who work at the school site are mandated reporters. In the case of suspected child abuse, supervisors, school psychologists and the child abuse hotline for your county must be notified IMMEDIATELY. A written "Suspected Child Abuse Report" form must be submitted within 36 hours to the appropriate investigating Child Protective Agency. Please see below for the hotline to call for your county, and for the website to complete a suspected child abuse form (or contact your supervisor).

Fresno County 559-255-8320
http://www.co.fresno.ca.us/

Kern County 661-631-6011
http://www.co.kern.ca.us/dhs/

Los Angeles County 800-540-4000
https://mandreptla.org

Orange County 800-207-4464
http://ssa.ocgov.com

Riverside County 800-442-4918
http://dpss.co.riverside.ca.us

Sacramento County 916-875-5437
http://www.dhhs.saccounty.net

San Bernardino County 800-827-8724
https://hss.sbcounty.gov/dcs

Ventura County 805-654-3200
http://www.ventura.org

SECTION 7: EMPLOYMENT STATUS & RECORDS

STUDENT RELATIVES OF EMPLOYEES

The Company strongly recommends that relatives of employees do not enroll at the same location where the relative is employed, provides supervision, or any type of instructional support. It can raise serious morale, management, and conflict of interest issues, as well as create an appearance of impropriety for an employee to have direct or indirect authority over an employee who determines their relatives' grades, extracurricular opportunities, eligibility and selection for camps, or any other honor. An employee shall not:

- Directly instruct in a Company facility their own relative. "Relative" includes child, step-child, minor that cohabitates with the employee, grandchild, brother, sister, niece, nephew, or cousin.
- Be responsible for selecting their relative(s) for any camp, trip, or honor. The related employee must recuse themselves from that decision and defer to an employee at the same level to make the decision regarding the related student attending any camp, trip, or receiving any honor.
- Be involved in a professional capacity in any disciplinary matter involving their relative. The related employee must recuse themselves from any professional or administrative role and be involved only as a relative of the student.

The Department Head and all applicable supervisors are to be notified, in writing, by the employee in the event that a relative of that employee enrolls at the same center they are employed, provides supervision, or any type of instructional support.

A.3 OFY-SG Revised Board Meeting Calendar for Fiscal Year 2025-2026

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

June 2026

Agenda Item: OFY-SG Revised Board Meeting Calendar for Fiscal Year 2025-2026

Purpose: The Board will review and consider for approval the OFY-SG Revised Board Meeting Calendar for Fiscal Year 2025-2026.

The purpose of an annual meeting calendar is to provide a structured and organized framework for Board activities through the school and fiscal year. It ensures that all essential responsibilities, strategic discussions, critical decisions, and compliance obligations are addressed at the appropriate time.

The Board Meeting Calendar for Fiscal Year 2025-2026 helps Board members, staff, and the public understand the meeting schedule, ensuring transparency and clarity for the School. The Board Meeting Calendar for Fiscal Year 2025-2026 also serves as a planning tool for agenda preparation to ensure all fiduciary, strategic, and Board development tasks are addressed.

The Revised Board Meeting Calendar for Fiscal Year 2025-2026 includes the proposed six (6) meeting dates that best align with the School's operational needs and Board member availability.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: To approve the OFY-SG Revised Board Meeting Calendar for Fiscal Year 2025-2026, as presented.

Options for Youth-San Gabriel, Inc.

A California Non-Profit Benefit Corporation

OFY-SG

BOARD OF DIRECTORS
MEETING SCHEDULE FOR 2025-2026

September 18, 2025
10:30 AM (PT)

November 20, 2025
10:30 AM (PT)

January 22, 2026
10:30 AM (PT)

March 26, 2026
10:30 AM (PT)

May 21, 2026
10:30 AM (PT)

June 25, 2026
2:00 PM (PT)

A.4 OFY-SG Board Meeting Calendar for Fiscal Year 2026-2027

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

June 2026

Agenda Item: OFY-SG Board Meeting Calendar for Fiscal Year 2026-2027

Purpose: The Board will review and consider for approval the OFY-SG Board Meeting Calendar for Fiscal Year 2026-2027.

The purpose of an annual meeting calendar is to provide a structured and organized framework for Board activities through the school and fiscal year. It ensures that all essential responsibilities, strategic discussions, critical decisions, and compliance obligations are addressed at the appropriate time.

The Board Meeting Calendar for Fiscal Year 2026-2027 helps Board members, staff, and the public understand the meeting schedule, ensuring transparency and clarity for the School. The Board Meeting Calendar for Fiscal Year 2026-2027 also serves as a planning tool for agenda preparation to ensure all fiduciary, strategic, and Board development tasks are addressed.

The Board Meeting Calendar for Fiscal Year 2026-2027 includes the proposed six (6) meeting dates that best align with the School's operational needs and Board member availability.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: To approve the OFY-SG Board Meeting Calendar for Fiscal Year 2026-2027, as presented.

Options for Youth-San Gabriel, Inc.

A California Non-Profit Benefit Corporation

OFY-SG

BOARD OF DIRECTORS
MEETING SCHEDULE FOR 2026-2027

September 3, 2026
10:30 AM (PT)

November 20, 2026
12:00 PM (PT)

January 22, 2027
11:00 AM (PT)

March 30, 2027
10:30 AM (PT)

May 20, 2027
10:00 AM (PT)

June 25, 2027
12:00 PM (PT)

B. Information Item(s)

B.1 OFY-SG Charter Update

Options For Youth
Public Charter Schools

OFY-SAN GABRIEL REGION UPDATE
JUNE 2026

LIONS
San Gabriel Valley

Credit Attainment: 60.9%

Student Progression: 93.5%

Core Course Completion
English: 8.9
Foreign Lang: 7.1
Math: 8.2
Science: 7.3

Enrollment: 96
ELL: 12
SPED: 19
FY & H: 4
FRMP: 65

ACADEMICS: SUMMER WORKSHOPS

SG students participated in **ACE Art Camp** where they learned a variety of art techniques and completed projects daily. SG had 19 students participate in this workshop and earn five credits.

Summer Workshop Credit Opportunities

- **City of Hope: Nutrition Leadership Program -** students will earn up to 5 credits, a letter of recommendation & certificate of completion by attending the live sessions with City of Hope staff learning about public health and health conditions like asthma and diabetes from June 16th - June 18th, 1 pm to 3 pm

SENIOR GRAD BRUNCH

SGV Seniors were celebrated at the Senior Graduation Brunch on Friday, May 22nd at Almansor Court. The brunch included a buffet followed by student award recognitions, the signing event for our 4-year bound students, and scholarship recipient presentation. Graduates were also able to take their senior portraits, and sign/decorate their school tile or poster. We had around 70 seniors in attendance.

GRADUATION

SGV and SFV regions celebrated their students with a joint graduation on Tuesday, May 26th at the Pasadena Civic Auditorium. The graduating students were celebrated surrounded by staff, family and friends. The San Gabriel center had over 25 students walk the stage for the ceremony. Graduates were able to participate in a long-standing tradition at graduation, the floral ceremony presented by John and Joan Hall. The floral ceremony symbolizes the gratitude students held for the people who cheered them on the hardest during their time enrolled. We are so proud of our graduates and what the future holds for them.

STUDENT SPOTLIGHT

Chelsea Chien was the recipient of the Young Scholar Award and her IS teacher, Sandra, had this to say about her: "This student is truly an extraordinary young lady, and those of us in SG could easily list her many achievements at such a young age. Beyond being an accomplished musician and composer, she is a Tae Kwon Do black belt and the founder of her own non-profit organization. The question isn't what she will do next, but rather how she will change the world—because we know she will." Chelsea was involved with multiple sports, was in ASB, went on many Pathways trips, including the May 2026 Italy trip. She received High Honors at graduation. Chelsea is 4-year college bound, but is currently undecided on where she will go, but we know she'll make her mark no matter what school she chooses to attend.

CHARTER UPDATE
ONLINE PROGRAM

OFY-SG

HOW WE'RE DOING

139	87.5%	53.3%
Enrollment	Monthly Progression	Credit Attainment

English - 9.0
Math - 8.4
Science - 6.8
Social Science - 7.4
World Language - 8.7

Core Couse Completion

Ciao from the Roman Forum!

SCHOOL ACTIVITIES

Senior Social

May 1, 2026

Our Senior Social brought graduates and their families together for a heartfelt celebration. Students received their cap and gown, personalized their caps, took graduation photos, and connected with the staff who helped them reach this milestone. It was a meaningful afternoon filled with community, pride, and excitement for what comes next.

College Signing and Awards Day

May 22, 2026

Families gathered to celebrate student achievement across several categories. We recognized award recipients, Reclassified Fluent English Proficient students, and California State Seal of Biliteracy honorees. Graduates heading to college signed their intent letters at the event, and three students delivered inspiring speeches. It was a proud moment for our entire school community.

High School Graduation

May 26, 2026

Our high school graduation ceremony was held at the Pasadena Civic Auditorium, marking a milestone moment for our graduates and their families. Two student speakers took the stage to share reflections on their journeys and words of encouragement for the future. The venue provided a beautiful and fitting backdrop for a celebration that recognized the hard work and perseverance of every student who crossed the stage

MS Promotion Lunch

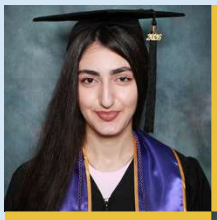
June 2, 2026

We celebrated our middle school students who advanced to 9th grade this school year at an exciting family luncheon. Families had the opportunity to meet our Post-Secondary Counselors and schedule early appointments to set students up for a strong start to high school. Staff shared an overview of new experiences and opportunities available at the high school level, and families could connect directly with staff to sign students up for student groups and interest lists for upcoming events.

PATHWAYS ITALY - 5/11

Students had the incredible opportunity to immerse themselves in Italian arts, humanities, and history on this year's Pathways Italy trip. The group toured breathtaking cathedrals, historic monuments, and world-class museums, and enjoyed authentic Italian cuisine throughout their journey. It was an unforgettable experience that brought learning to life in a way that only travel can.

GRAD SPOTLIGHTS



Milena

California Seal of Biliteracy recipient

Community College Bound

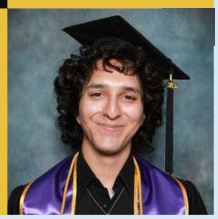
RFEP this school year

Elise

California Seal of Biliteracy recipient

UC Riverside Bound

High Honors



As a California State Seal of Biliteracy recipient and RFEP completer this school year, Milena leaves OFY having achieved two meaningful academic milestones. She will continue her educational journey at community college, and we could not be more proud of everything she has accomplished and everything that lies ahead for her.

Elise has set a remarkable standard throughout her time at OFY. A California State Seal of Biliteracy recipient, High Honors graduate, and UC Riverside bound, she exemplifies the capability and school involvement our students embody. Her achievements reflect both her talent and her commitment, and we are incredibly proud to send her off to the next chapter with such well-earned recognition behind her.

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

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

June 2026

Agenda Item: OFY-SG School Wellness Policy Progress to Goals Update

Purpose: The School has adopted a Wellness Policy which contains annual goals in various wellness related categories such as nutrition education, nutrition promotion, physical activity, physical education, and other school-based activities. The School will provide no less than one update per semester to the Board on progress made towards goal achievement.

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: N/A

OFY-SG WELLNESS UPDATE

June 2026

Nutrition & Education

GOAL 1: The School will promote topics to include nutrition education, physical health and wellness, mental health and wellness, and community partnerships.

Our Wellness coordinator alongside our school psychologist and school counselor, continued to lead the Artful Wellness Group throughout the second semester, meeting monthly to provide students with meaningful opportunities to connect, learn, and engage in wellness-focused activities. One activity that students especially enjoyed this semester was the "Pizza & Nutrition Workshop." During this interactive workshop, students learned about the important connection between nutrition, focus, mood, and overall well-being while exploring the ingredients found in one of their favorite foods-Pizza! Students were introduced to healthier ingredient options, learned how to make smarter food choices, and practiced reading and understanding nutrition labels. The highlight of the workshop was the opportunity for students to create their own pizzas under the guidance of the owner of Bella & Penelope's catering. The hands-on experience made learning about nutrition both engaging and enjoyable for all students involved.

GOAL 2: The School will organize, promote, and execute a field trip to highlight ways to shop for grow foods as well as recipes for healthy cooking.

Our students participated on a field trip to our local farmers market. Students were given the opportunity for hands-on exploration of local agriculture that promotes wellness and healthy eating. During the visit, students learned about a variety of fruits and vegetables, including their nutritional benefits and ways they can be incorporated into everyday meals. Students were also provide healthy recipes.

Physical Activity & Education

GOAL 1: The School will offer and promote student involvement in our sports program outside of regularly expected Physical Education requirements.

Our school continues to have successful sports participation. This semester included Boys and Girls Soccer. Both teams had a fun and successful season.

GOAL 2: The School will offer grade appropriate Physical Education courses to all students.

We continue to promote and offer necessary physical education courses to all students. This semester students had the opportunity to participate in a yoga course again

Nutrition Promotion

GOAL:

The School will actively promote its meal program to all families with information provided in multiple languages disseminated by using various methods, including the School's website

The Breakfast and Lunch Meal Program was highlighted to all students and parents at our Spring Kick off and through the monthly newsletter, and daily announcements. Meals are fully accessible to students at the entrance of the school.

School Based Activities

GOAL: The School will hold a Field Day to promote social engagement and physical activity to all students.

The school participated in the Russel Walker W.A.T.E.R. Youth Program. It is a one-day ocean education adventure for schools. L. A. County lifeguards introduce students to many aspects of ocean safety through in-the-water participation. Student have the opportunity to participate in a CPR demonstration, lessons about rip currents, kayaking, surfing/paddling, boogie boarding, and beach safety activities. All students who participated enjoyed themselves very much.

W.A.T.E.R Youth Program

Pizza & Nutrition Workshop

B.3 OFY-SG Fall 2026 Local Indicators

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

June 2026

Agenda Item: OFY-SG Fall 2026 Local Indicators

Purpose: The Board will receive the OFY-SG Fall 2026 Local Indicators.

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority
- Report the results as part of a ***non-consent item*** at a regularly scheduled public meeting of the local governing board/body i***n conjunction with the adoption of the LCAP***
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: N/A

Options For Youth - San Gabriel
Fall 2026 Local Indicator Submissions

Local Indicators:

- In January 2020, the SBE revised the performance standards for each local indicator to require LEAs to:
- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- *Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.*
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.(Approximately September 2025)

LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

LEAs will provide the self-reported information below:	Fall 2026
Teacher Assignment Monitoring and Outcome data	Please note that the reporting of FTE Teacher mis-assignments data was changed to be auto populated on the CA Dashboard by the state starting with the Fall 2025 CA Dashboard. The data for the Fall 2025 CA Dashboard (Local Indicators) is currently unavailable as of June 2026. Following the release of the data, the LEA will update the governing board on the Charters FTE Teacher mis-assignments data (Priority 1) at the next scheduled board meeting which will happen before the data is published to the CA Dashboard in October 2026.
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and	0% across all subjects
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

Additional Comments *(optional)*

Fall 2026 Comments
No response

Options For Youth - San Gabriel
Fall 2026 Local Indicator Submissions
LCFF Priority 2: Implementation of State Academic Standards

Reflection Tool Rating Scale (lowest to highest)

1 - Exploration and Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standard	Fall 2026 Rating
ELA – Common Core State Standards for ELA	*5 – Full Implementation and Sustainability*
ELD (Aligned to ELA Standards)	*5 – Full Implementation and Sustainability*
Mathematics – Common Core State Standards for Mathematics	*5 – Full Implementation and Sustainability*
Next Generation Science Standards	*5 – Full Implementation and Sustainability*
History-Social Science	*5 – Full Implementation and Sustainability*

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Academic Standard	Fall 2026 Rating
ELA – Common Core State Standards for ELA	*5 – Full Implementation and Sustainability*
ELD (Aligned to ELA Standards)	*5 – Full Implementation and Sustainability*
Mathematics – Common Core State Standards for Mathematics	*5 – Full Implementation and Sustainability*
Next Generation Science Standards	*5 – Full Implementation and Sustainability*
History-Social Science	*5 – Full Implementation and Sustainability*

Options For Youth - San Gabriel
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3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Academic Standard	Fall 2026 Rating
ELA – Common Core State Standards for ELA	*5 – Full Implementation and Sustainability*
ELD (Aligned to ELA Standards)	*5 – Full Implementation and Sustainability*
Mathematics – Common Core State Standards for Mathematics	*5 – Full Implementation and Sustainability*
Next Generation Science Standards	*5 – Full Implementation and Sustainability*
History-Social Science	*5 – Full Implementation and Sustainability*

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Academic Standard	Fall 2026 Rating
Career Technical Education	*5 – Full Implementation and Sustainability*
Health Education Content Standards	*5 – Full Implementation and Sustainability*
Physical Education Model Content Standards	*5 – Full Implementation and Sustainability*
Visual and Performing Arts	*5 – Full Implementation and Sustainability*
World Language	*5 – Full Implementation and Sustainability*

Options For Youth - San Gabriel
Fall 2026 Local Indicator Submissions

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	Fall 2026 Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	*5 – Full Implementation and Sustainability*
Identifying the professional learning needs of individual teachers	*5 – Full Implementation and Sustainability*
Providing support for teachers on the standards they have not yet mastered	*5 – Full Implementation and Sustainability*

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Fall 2026 Narrative
The LEA instructional model incorporates a flexible hybrid approach that includes independent study, direct instruction, and online coursework to meet the diverse academic needs of students. The LEA continues refining Career and Technical Education (CTE) pathways to align with student interests, industry trends, and workforce demands while expanding access to World Languages, Visual and Performing Arts, and Physical Education courses through dual enrollment partnerships. Curriculum and instructional support for English learners continue through implementation of research-based programs such as iLit, which provide structured support for language acquisition. During Spring 2026, the LEA developed new scope and sequence documents for ELA, mathematics, and science courses offered in a direct instruction format to strengthen alignment to state academic standards. Teachers participate in ongoing professional development focused on standards-based instruction, effective instructional strategies, data analysis, and strengthening core content knowledge to support student learning outcomes. The LEA remains committed to continuous improvement in college and career readiness programs, curriculum development, and student support systems. Through ongoing review of student performance data and instructional practices, the LEA continues working to address learning gaps, strengthen student engagement, and support the academic, personal, and career readiness growth of all students.

Options For Youth - San Gabriel
Fall 2026 Local Indicator Submissions
LCFF Priority 3: Parental Involvement and Family Engagement

For each statement in the tables below:

- Identify the diverse Educational Partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- Engage Educational Partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
    1 – Exploration and Research Phase
    2 – Beginning Development
    3 – Initial Implementation
    4 – Full Implementation
    5 – Full Implementation and Sustainability
- Write a brief response to the prompts following each of the three sections.
- Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Section 1: Building Relationships Between School Staff and Families

Practices	Fall 2026 Rating
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	*5 – Full Implementation and Sustainability*
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	*5 – Full Implementation and Sustainability*
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	*5 – Full Implementation and Sustainability*

Options For Youth - San Gabriel
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4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	*5 – Full Implementation and Sustainability*

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Fall 2026
Based on the analysis of educational partner input and local data, the LEA's current strengths in Building Relationships Between School Staff and Families include maintaining positive communication practices, creating welcoming school environments, and fostering strong relationships between families and school staff. Results from the Spring 2026 Altitude School Climate Survey indicate that families continue to feel connected, respected, and supported within the school community. Parent survey responses reflected high ratings in Student Connections with Teachers (4.72/5), School Rules and Environment (4.67/5), Student and Family Engagement (4.65/5), Inclusion (4.63/5), and Social Emotional and Physical Safety (4.59/5), demonstrating strong confidence in the school's ability to support students academically, socially, and emotionally. The LEA continues to strengthen relationships with families through consistent communication, individualized student support, and multiple opportunities for engagement throughout the school year. Staff maintain ongoing communication with families regarding student progress, attendance, school events, and available support through accessible communication platforms and direct outreach. Achievement Chats, empathy interviews, and parent conferences continue to support collaborative relationships focused on individual student needs and success. The LEA also provides a variety of opportunities for families to connect with school staff and participate in the school community, including Back-to-School Night, awards ceremonies, and other engagement activities. Multilingual communication, interpretation and translation services, and flexible participation options continue to support accessibility for families from diverse backgrounds. Staff also participate in professional development focused on social-emotional learning and inclusive school practices to ensure families feel welcomed and valued. Through these efforts, the LEA continues to foster a positive school culture where families feel connected to the school community and supported as partners in their child's education.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Fall 2026
Based on the analysis of educational partner input and local data, the LEA has identified a need to strengthen family participation in school engagement opportunities and improve consistent two-way communication with families. While survey results indicate that families generally feel welcomed and supported by school staff, participation data suggests opportunities to increase broader family involvement and strengthen connections between home and

school. The Spring 2026 Altitude School Climate Survey reflected strong parent perceptions in Student and Family Engagement (4.65/5), Student Connections with Teachers (4.72/5), and Inclusion (4.63/5), demonstrating that families value the relationships staff build with students and families. However, parent participation in the survey was 12.9%, below the school's participation goal of 35%, indicating a need to increase family engagement in school feedback opportunities and school-community activities. Comparative survey results also reflected slight declines in Connection and Belonging and Student and Family Engagement from the previous school year, highlighting the importance of continuing to strengthen communication and relationship-building efforts. The LEA also identified opportunities to increase awareness and participation related to PAC, DELAC, and school improvement processes to ensure families feel informed and connected to the school community. Additional focus will be placed on increasing outreach to families of English learners, students with disabilities, and other underrepresented groups whose participation may be limited by language barriers, scheduling challenges, or access to information. In response, the LEA will continue expanding outreach efforts and increasing accessible opportunities for family engagement and feedback opportunities throughout the school year. The LEA will continue utilizing family events, regular communication, targeted reminders, flexible participation options, and interpretation and translation services to strengthen relationships with families and increase meaningful participation in the school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Fall 2026

Based on the analysis of educational partner input and local data, the LEA identified a need to improve engagement and participation among underrepresented families, particularly families of English learners and students with disabilities. Although parent survey responses reflected positive perceptions regarding communication, inclusion, and relationships with school staff, participation data indicates that some families may not yet feel fully connected to school engagement opportunities or may experience barriers to participation. The Spring 2026 Altitude School Climate Survey showed a parent participation rate of 12.9%, below the school's participation goal of 35%.The LEA recognizes the importance of ensuring all families feel welcomed, informed, and valued as members of the school community. Parent survey responses reflected strong ratings in Student and Family Engagement (4.65/5), Inclusion (4.63/5), and Student Connections with Teachers (4.72/5), demonstrating that families value the support and relationships established by school staff. The LEA will continue building upon these strengths while increasing efforts to engage families whose voices may be underrepresented in school activities and engagement opportunities. To improve engagement, the LEA will continue expanding multilingual communication and accessible outreach practices through translated materials, interpretation services, virtual meeting options, and individualized communication with families. Staff will continue providing targeted outreach regarding school events, family engagement opportunities, PAC and DELAC participation, and available student support services. Additional efforts will focus on increasing participation among families of English learners and students with disabilities through personalized invitations, flexible participation options, and direct communication regarding opportunities for involvement in the school community. The LEA will also increase efforts to gather family feedback through surveys and empathy interviews to better understand the needs and perspectives of underrepresented families and improve school-family relationships. Through these efforts, the LEA aims to strengthen trust, increase family participation, and ensure all families feel connected, supported, and valued within the school community.

Options For Youth - San Gabriel
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Section 2: Building Partnerships for Student Outcomes

Practices	Fall 2026 Rating
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	*5 – Full Implementation and Sustainability*
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	*5 – Full Implementation and Sustainability*
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	*5 – Full Implementation and Sustainability*
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	*5 – Full Implementation and Sustainability*

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Fall 2026
Based on the analysis of educational partner input and local data, the LEA's current strengths in Building Partnerships for Student Outcomes include strong collaboration between staff, students, and families to support academic progress, student engagement, and social-emotional well-being. Survey results from the Spring 2026 Altitude School Climate Survey indicate that families, students, and staff generally perceive the school as a supportive and inclusive learning environment that promotes student success. Parent survey responses reflected strong ratings in Student Connections with Teachers (4.72/5), Student and Family Engagement (4.65/5), Inclusion (4.63/5), and School Rules and Environment (4.67/5), demonstrating that families value the support, communication, and individualized attention students receive from school staff. Student survey responses also reflected positive perceptions in Social Emotional and Physical Safety (4.30/5), School Rules and Environment (4.24/5), and Student Connections with Teachers (4.21/5), indicating that students generally feel safe, supported, and encouraged in their learning environment. Staff survey responses further identified Student and Family Engagement (4.57/5) and Student Connections with Teachers (4.53/5) as areas of strength. The LEA continues to strengthen partnerships that support student outcomes through Achievement Chats, empathy interviews, individualized academic planning, and ongoing communication regarding student progress and available supports. Staff collaborate with families to address academic needs, attendance, social-emotional supports, college and career readiness planning, and intervention strategies designed to promote student success. The LEA also provides opportunities for families to support student

learning through workshops, family engagement activities, student recognition events, and schoolwide activities that promote collaboration and connection. Educational partner feedback continues to inform student support services, school climate initiatives, and continuous improvement efforts. Through these practices, the LEA continues to strengthen collaborative partnerships that support positive student outcomes, student engagement, and overall student well-being.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Fall 2026

Based on the analysis of educational partner input and local data, the LEA has identified several focus areas for improvement in Building Partnerships for Student Outcomes. While survey results indicate that students, families, and staff generally feel supported and connected to the school community, local data suggests opportunities to strengthen student belonging, peer relationships, and family participation in supports that promote student success. The Spring 2026 Altitude School Climate Survey reflected positive perceptions related to teacher-student relationships and family engagement; however, several student-centered areas reflected lower ratings. Student survey results indicated lower scores in Connection and Belonging (3.92/5), Student Connections with Students (3.79/5), and Peer Pressure/Social Media (3.92/5), suggesting opportunities to strengthen peer relationships, student connectedness, and social-emotional supports. Comparative survey data also showed declines in student perceptions related to belonging and peer connections from the previous school year. These findings highlight the importance of continuing to strengthen student voice, peer engagement opportunities, and school connectedness initiatives. The LEA also identified a need to increase family participation in opportunities that support student learning and student success. Although parents reported strong satisfaction with communication, teacher relationships, and school engagement, parent survey participation was 12.9%, below the school's participation goal of 35%. The LEA recognizes the importance of increasing participation from a broader range of families, including families of English learners and students with disabilities, to ensure student support services reflect the needs of all students. In response, the LEA will continue strengthening communication and collaboration with families through Achievement Chats, regular progress monitoring, family workshops, and expanded access to academic, social-emotional, and college and career readiness support. The LEA will also continue implementing strategies that strengthen student connectedness, peer relationship-building, and student engagement in order to improve overall student outcomes and school climate.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Fall 2026

Based on the analysis of educational partner input and local data, the LEA identified a need to improve engagement and participation among underrepresented families in order to strengthen partnerships that support positive student outcomes. While survey results reflected strong parent

perceptions regarding communication, support, and relationships with school staff, participation data indicates that some families may not yet feel fully connected to school supports and engagement opportunities. Parent participation in the Spring 2026 Altitude School Climate Survey was 12.9%, below the school's participation goal of 35%. The LEA recognizes the importance of increasing engagement among families of English learners, students with disabilities, and other underrepresented groups to ensure all families have meaningful opportunities to support student success. Parent survey responses reflected strong ratings in Student and Family Engagement (4.65/5), Inclusion (4.63/5), and Student Connections with Teachers (4.72/5), demonstrating that families value the support and relationships established by school staff. The LEA will continue building upon these strengths while increasing targeted outreach and support for families whose voices may be underrepresented. To improve engagement, the LEA will continue expanding multilingual communication and individualized outreach regarding student progress, academic supports, college and career readiness resources, and available intervention services. Staff will continue connecting families with workshops, counseling support, school resources, and engagement opportunities designed to support student learning and well-being. Additional outreach efforts will focus on increasing participation among families of English learners and students with disabilities through translated materials, interpretation services, flexible participation options, and direct communication regarding available programs and student support. The LEA will also continue utilizing surveys, empathy interviews, and educational partner feedback opportunities to better understand the needs and perspectives of underrepresented families and improve support systems for students. Through these efforts, the LEA aims to strengthen family-school partnerships, increase participation in student support opportunities, and ensure all families feel valued as active partners in promoting positive student outcomes.

Section 3: Seeking Input for Decision-Making

Practices	Fall 2026 Rating
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	*5 – Full Implementation and Sustainability*
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	*5 – Full Implementation and Sustainability*
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	*4 – Full Implementation*
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	*5 – Full Implementation and Sustainability*

Options For Youth - San Gabriel
Fall 2026 Local Indicator Submissions

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Fall 2026
Based on the analysis of educational partner input and local data, the LEA's current strengths in Seeking Input for Decision-Making include maintaining consistent opportunities for educational partners to provide feedback regarding student supports, school programs, and school climate initiatives. The LEA regularly gathers input from students, families, and staff through surveys, Achievement Chats, empathy interviews, PAC and DELAC meetings, LCAP engagement activities, and ongoing communication throughout the school year. Results from the Spring 2026 Altitude School Climate Survey indicate that families generally feel welcomed, informed, and connected to the school community. Parent survey responses reflected strong ratings in Student and Family Engagement (4.65/5), Student Connections with Teachers (4.72/5), and Inclusion (4.63/5), demonstrating that families value the supportive relationships and communication practices established by school staff. Staff survey responses also reflected positive perceptions related to family engagement (4.57/5) and leadership communication and collaboration (4.36/5), indicating that staff feel supported and included in school processes. The LEA continues to provide multiple opportunities for educational partners to participate in school planning and feedback processes through advisory meetings, school events, workshops, surveys, and family engagement activities. Educational partner feedback is reviewed to help inform school planning, student supports, family engagement efforts, and continuous improvement initiatives. The LEA also continues strengthening accessibility by providing multilingual communication, interpretation and translation services, flexible meeting options, and virtual participation opportunities to encourage broader educational partner involvement. While the LEA recognizes opportunities for continued growth in broader system-level participation, local data demonstrates that the school has established a strong foundation of communication, collaboration, and educational partner engagement that supports ongoing reflection and continuous improvement efforts.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Fall 2026
Based on the analysis of educational partner input and local data, the LEA has identified a need to strengthen educational partner participation in system-level decision-making processes. While the LEA has established strong communication and collaboration with families regarding individual student needs and support, participation data indicates that additional efforts are needed to increase engagement in surveys, advisory committees, and schoolwide feedback opportunities that inform broader school improvement planning and decision-making. The Spring 2026 Altitude School Climate Survey reflected strong parent perceptions related to Student and Family Engagement (4.65/5) and Student Connections with Teachers (4.72/5), demonstrating that families generally feel supported and connected to the school community. However, parent participation in the survey was 12.9%, below the school's participation goal of 35%, indicating a need to strengthen outreach efforts and increase participation in school feedback opportunities. Comparative survey results also reflected modest declines in parent and student perceptions related to Connection and Belonging and Student and Family

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Engagement from the previous school year, highlighting the importance of continuing to strengthen educational partner engagement and communication efforts. The LEA also identified a need to increase participation and awareness related to PAC, DELAC, LCAP engagement activities, and other advisory opportunities to ensure a broader representation of educational partner voice in school planning and continuous improvement efforts. Additional focus will be placed on increasing participation among families of English learners, students with disabilities, and other underrepresented groups to ensure school decisions and support reflect the needs of all students and families. In response, the LEA will continue strengthening multilingual communication and outreach practices through personalized invitations, targeted reminders, flexible participation opportunities, and accessible communication platforms. The LEA will continue utilizing surveys, advisory meetings, empathy interviews, and educational partner engagement activities to gather feedback while also increasing communication regarding how educational partner input informs school decisions, student supports, and continuous improvement efforts.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Fall 2026

Based on the analysis of educational partner input and local data, the LEA identified a need to improve participation among underrepresented families in school feedback and decision-making processes, particularly among families of English learners and students with disabilities. While families generally report positive relationships with school staff and strong satisfaction with communication and support, participation data indicates that some families may not yet feel fully connected to school planning and advisory opportunities or may experience barriers to participation. The Spring 2026 Altitude School Climate Survey showed a parent participation rate of 12.9%, below the school's participation goal of 35%. The LEA recognizes the importance of ensuring all families feel informed, welcomed, and empowered to contribute to school planning and continuous improvement efforts. Parent survey responses reflected strong ratings in Student and Family Engagement (4.65/5), Inclusion (4.63/5), and Student Connections with Teachers (4.72/5), demonstrating that families value the support and relationships established by school staff. The LEA will continue building upon these strengths while increasing targeted outreach to families whose voices may be underrepresented in surveys, advisory groups, and school decision-making opportunities. To improve engagement, the LEA will continue expanding multilingual outreach and accessible communication practices through translated materials, interpretation services, virtual participation options, and individualized communication regarding opportunities to participate in PAC, DELAC, LCAP engagement activities, school climate surveys, and other feedback opportunities. Additional outreach efforts will focus on increasing participation among families of English learners and students with disabilities through personalized invitations, flexible meeting options, and direct communication regarding the importance of educational partner voice in school planning and decision-making processes. The LEA will also continue utilizing surveys, empathy interviews, and educational partner feedback opportunities to better understand the needs and perspectives of underrepresented families and to inform school improvement efforts. Additionally, the LEA will continue communicating how educational partner feedback is used to support school decisions, student programs, and continuous improvement planning in order to strengthen trust, increase participation, and ensure all families feel valued as active contributors to the school community.

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LCFF Priority 6: School Climate

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt	Fall 2026 Response
DATA: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.	OFY San Gabriel administered the Altitude School Climate Survey during the 2025-26 school year to students, parents, and staff to assess perceptions of school safety, connectedness, engagement, inclusion, relationships, and overall school climate. Participation included 176 students (73%), 31 parents (12.9%), and 20 staff members (83.3%). Student survey results indicated positive perceptions across most climate domains, including Social Emotional and Physical Safety (4.30), Student and Family Engagement (4.14), School Rules and Environment (4.24), Inclusion (4.13), and Student Connections with Teachers (4.21). Areas scoring below 4.0 included Connection and Belonging (3.92), Student Connections with Students (3.79), and Peer Pressure (3.92). Parent responses reflected very positive perceptions across all dimensions, including Student Connections with Teachers (4.72), School Rules and Environment (4.67), Student and Family Engagement (4.65), Inclusion (4.63), and Social Emotional and Physical Safety (4.59). Peer Pressure received the lowest parent score at 4.14. Staff responses also reflected strong perceptions of school climate, with scores ranging from 4.28 to 4.58 across most dimensions. The highest-rated areas included Social Emotional and Physical Safety (4.58), Student and Family Engagement (4.57), and Student Connections with Teachers (4.53). Peer Pressure received the lowest staff rating at 3.52. 26% of respondents self-identified as belonging to at least one subgroup, including students eligible for free or reduced-price meals, English learners, and students with disabilities. Survey findings were reviewed alongside these demographic characteristics to better understand student experiences and needs.

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MEANING: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.	Analysis of survey results identified several areas of strength across all Educational Partner groups. Students, parents, and staff consistently reported positive perceptions of safety, engagement, inclusion, and relationships with teachers. Parent and staff responses indicated particularly strong confidence in the school's ability to provide a safe, welcoming, and supportive learning environment. Teacher-student relationships emerged as a significant strength, with parents reporting the highest overall rating in this area (4.72). Survey results also identified opportunities for improvement. Students reported lower levels of Connection and Belonging (3.92) and Student Connections with Students (3.79), suggesting that while students feel supported by adults, peer relationships and overall connectedness to the school community could be strengthened. Students also reported lower ratings related to future readiness, with 54.3% indicating confidence about their future after high school and 55.2% reporting that they know the steps necessary to achieve their college or career goals. Additionally, peer pressure and social media influences emerged as a common area of concern. This dimension received the lowest ratings from both students (3.92) and staff (3.52), indicating a need for continued support related to digital citizenship, healthy decision-making, and social-emotional development. Overall, findings suggest that OFY San Gabriel has established a positive school climate characterized by strong adult relationships and supportive learning environments while continuing to develop opportunities for peer connectedness, belonging, and postsecondary readiness.
USE: Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings.	Survey results will be used to inform continuous improvement efforts and the implementation of actions within the LCAP. The school will continue maintaining practices that support strong student-teacher relationships,

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Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.	family engagement, inclusion, and school safety, which were identified as areas of strength by students, parents, and staff. To address identified needs, OFY San Gabriel will expand opportunities for peer interaction and relationship-building through student engagement activities, collaborative learning opportunities, school events, and community-building initiatives. Additional efforts will focus on strengthening students' sense of belonging and connection to the school community. The school will also continue to enhance college and career readiness support by increasing access to postsecondary planning resources, individualized guidance, career exploration opportunities, and goal-setting activities. In response to concerns related to peer pressure and social media influence, the school will continue providing social-emotional support, digital citizenship instruction, and counseling resources that help students navigate social challenges and make positive decisions. These actions will be monitored through future climate survey administration, student engagement data, and ongoing Educational Partner feedback to evaluate effectiveness and guide future improvements.

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LCFF Priority 7: Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Fall 2026
The LEA monitors student access to a broad course of study through course enrollment data, completion rates, direct instruction participation, College and Career Planning Guide participation, academic progress monitoring systems, counselor reviews, and subgroup data analysis. Additional measures include A-G tracking, intervention participation, attendance data, and individualized academic planning for English learners, students with disabilities, foster youth, and socioeconomically disadvantaged students. Students access standards-aligned coursework, intervention supports, Career Technical Education (CTE) pathways, dual enrollment opportunities, and college and career readiness activities through independent study, direct instruction, and online coursework. The LEA also reviews participation in dual enrollment, world language, arts, Advanced Placement (AP), and college and career readiness opportunities to monitor equitable access across student groups. Additional local measures include educational partner feedback, student achievement data, and review of Uniform Complaint Procedure (UCP) data related to educational access and participation.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Fall 2026
The LEA monitors student access to a broad course of study through course enrollment, completion rates, direct instruction participation, college and career readiness planning, and progress monitoring systems. Students access standards-aligned coursework, intervention supports, Career Technical Education (CTE) pathways, dual enrollment opportunities, and college and career readiness activities through independent study, direct instruction, and online coursework. Through May 2026, local data indicates strong participation and course completion across student groups. Low-income students demonstrated higher participation in direct instruction (41%) than the overall participation rate (34%) and exceeded overall average core course completion rates in ELA (10.8), mathematics (8.9), science (7.2), and history (7.8). English learner students also exceeded overall average completion rates in ELA (9.8), mathematics (8.7), science (7.2), and history (8.5). Students with disabilities participated in direct instruction at a rate of 36.5%, above the overall participation rate. College and Career Planning Guide participation remained strong among low-income (85.6%), English learners (83.6%), and students with disabilities (82.7%). The LEA continues expanding access to dual enrollment, CTE, arts, world language, and college coursework opportunities through new partnerships and programs.

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3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Fall 2026
The LEA has identified several barriers that may impact consistent access to and participation in a broad course of study for all students. Due to the flexible nature of the independent study model, some students experience challenges with consistent engagement, course pacing, attendance at direct instruction opportunities, and participation in college and career readiness activities. Students requiring additional academic intervention or social-emotional support may also need increased individualized guidance to fully access available programs and supports. Local data indicates that while many student groups demonstrate strong participation and course completion outcomes, some subgroup differences remain. The LEA identified a need to continue strengthening A-G completion rates for students with disabilities through increased academic counseling, individualized planning, and targeted intervention support. Foster youth participation in some instructional supports and college and career readiness activities also remains inconsistent due to mobility and individualized graduation pathway needs. The LEA continues monitoring participation and course completion data to identify barriers and improve equitable access to coursework, interventions, and college and career readiness pathways for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Fall 2026
In response to local indicator results and educational partner feedback, the LEA will continue expanding access to college and career readiness opportunities and increasing participation in a broad course of study for all students. The LEA is working to increase completion of the College and Career Planning Guide and overall A-G completion rates, with a particular focus on improving A-G access and completion for students with disabilities through individualized academic planning, counseling support, and targeted intervention services. To expand postsecondary opportunities, the LEA has completed a Memorandum of Understanding (MOU) with Pasadena City College and plans to offer its first on-campus dual enrollment course in Fall 2026. The LEA will continue partnering with Pathways College to provide access to online core and elective college courses. The LEA is also expanding opportunities through a virtual Nursing CTE pathway, nail technology micro-certifications, exploration of child development coursework, a new American Sign Language (ASL) course, direct instruction Spanish and AP Spanish courses, and Prop 28-funded arts programming focused on career exploration in visual and performing arts.

B.4 OFY-SG Financial Update

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

June 2026

Agenda Item: OFY-SG Financial Update

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

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

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: N/A

Company	**Options for Youth Charters**
Period	
Budgeted ADA	**465.34**
P2 Actual ADA	**408.43**

Ledger Account	Options For Youth - San Gabriel Actuals + Forcast	% of Revenue
LCFF Transition (R6)	3,617,798	48.49%
Mandate Block (R7)	26,517	0.36%
EPA (R10)	1,250,180	16.76%
State Lottery (R11)	116,032	1.56%
In lieu Property Taxes (R12)	1,605,743	21.52%
Prior Yrs Adjustment (R14)	(71,379)	(0.96%)
Other State Income (R15)	719	0.01%
Miscellaneous Income (R16)	0	0.00%
Special Education (R17)	369,527	4.95%
State Restricted (R18)	545,458	7.31%
Revenue Subtotal	**7,460,595**	**100.00%**
Certificated Salaries & Benefits Subtotal	3,009,839	40.34%
Special Ed Expenses Subtotal	490,589	6.58%
Certificated Salaries & Benefits Subtotal	**3,500,428**	**46.92%**
Classified Salaries & Benefits (R30)	412,019	5.52%
Books, Supplies, & Equipment (R31)	89,473	1.20%
Contracts for Instructional Services - Special Education (R32)	6,789	0.09%
Contracts for Instructional Support (R33)	1,544,131	20.70%
All Other Instruction (R34)	698,691	9.37%
Subtotal Instruction and Related Services	**6,251,532**	**83.79%**
Services & Other Operating Costs (R39)	432,459	5.80%
Facilities Acquisition & Construction (R40)	2,500	0.03%
Subtotal Operations and Facilities	**434,959**	**5.83%**
Certificated Salaries & Benefits (R43)	2,703	0.04%
Non-Certificated Salaries & Benefits (R44)	25,334	0.34%
Books, Supplies & Equipment (R45)	892	0.01%
Contracts for Administrative Cost (R46)	94,990	1.27%
Supervisorial Oversight (R47)	64,737	0.87%
All Other Administration (R48)	407,656	5.46%
Subtotal Administration & All Other Activities	**596,312**	**7.99%**
GAAP Excess Revenue or (Deficit)	177,791	2.38%
Depreciation (R54)	77,712	1.04%
SB740 Excess Revenue or (Deficit)	**255,504**	**3.42%**
Revenue for Instructional	7,460,595	
Instructional	6,251,532	
Allowable Facilities	45,172	
Total instructional with Allowable Facilities	**6,296,704**	**84.40%**

Company	**Options for Youth Charters**	
Period		
Budgeted ADA	**465.34**	
P2 Actual ADA	**408.43**	
	Options For Youth - San Gabriel	
Revenue for Certificated	7,460,595	
Certificated 35.25%/40.25% of Revenue	3,002,889	
B1A1 Certificated-Projected YTD	3,500,428	
Need to Spend or (Over Spent)	(497,538)	(6.67%)
Revenue for Instructional	7,460,595	
Instructional 60.25%/70.25%/80.25% of Revenue	2,984,238	
Total Instructional-Projected YTD	2,796,276	
Need to Spend or (Over Spent)	187,961	2.52%
Revenue for Instructional Total	7,460,595	
Instructional 60.25%/70.25%/80.25% of Revenue	5,987,127	
Total Instructional-Projected YTD	6,296,704	
Need to Spend or (Over Spent)	(309,577)	**(4.15%)**
Excess Revenue With Need to Spend (GAAP)	**177,791**	
% of Revenue	2.38%	
Excess Revenue With Need to Spend (SB740)	**255,504**	
% of Revenue	3.42%	
Projected Fund Balance	**2,878,090**	
% of Current Year Expenditures	39.52%	

Company for Financial Reports **Options For Youth - San Gabriel, Inc.**
Period **FY 2025/26 - April 2026**
Budgeted ADA 465.34
Actual P2 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	04/2026 Actuals	04/2026 CM Budget	04/2026 CM Variance	Year to Date Actuals	Year to Date YTD Budget	Year to Date YTD Variance	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	14,046	4,682	9,364	369,527	248,682	120,845	0	0	369,527	4.95%
43000:State Revenue	RC04 State Aid - Prior Year Adj	0	0	0	0	0	0	0	(21,817)	0	0	0	0	(21,817)	0	(21,817)	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	42,916	42,916	0	3,531,966	3,147,418	384,548	42,916	42,916	3,617,798	48.49%
43000:State Revenue	RC09 Mandate Block Grant	4,419	4,419	4,419	4,419	4,419	631	3,788	0	0	0	0	0	26,517	30,305	(3,788)	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	19,048	19,048	0	1,567,646	1,492,329	75,318	19,048	19,048	1,605,743	21.52%
43000:State Revenue	RC13 In Lieu Prop Tx-Prior Yr Adj	0	0	0	0	0	0	0	(13,074)	0	0	0	0	(13,074)	0	(13,074)	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	39,230	0	39,230	48,933	0	48,933	0	8,000	56,933	0.76%
43000:State Revenue	RC134 A-G Access/Success Grant	0	745	86,000	0	0	0	0	0	0	0	0	0	86,745	0	86,745	0	0	86,745	1.16%
43000:State Revenue	RC138 Arts, Music, and Instructional Materials	0	0	3,315	0	0	0	95,547	182,448	62,048	8,897	0	8,897	352,255	0	352,255	0	0	352,255	4.72%
43000:State Revenue	RC14 EPA	734,759	215,486	151,009	(212,084)	118,811	71,874	28,228	82,777	14,830	14,830	14,830	0	1,220,519	1,531,330	(310,811)	14,830	14,830	1,250,180	16.76%
43000:State Revenue	RC142 Learning Recovery Emergency Block Grant	0	16,590	0	21,750	0	0	8,050	0	0	133	0	133	46,523	0	46,523	0	0	46,523	0.62%
43000:State Revenue	RC149 EPA - Prior Year	0	0	0	0	0	0	0	34,891	0	0	0	0	34,891	0	34,891	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	9,669	9,669	0	96,693	98,956	(2,262)	9,669	9,669	116,032	1.56%
43000:State Revenue	RC16 State Lottery - Prior Year	0	0	0	0	0	0	0	(71,379)	0	0	0	0	(71,379)	0	(71,379)	0	0	(71,379)	-0.96%
43000:State Revenue	RC19 Other State Revenue	0	0	0	0	719	0	0	0	0	0	0	0	719	0	719	0	0	719	0.01%
43000:State Revenue	RC55 Arts & Music	0	0	0	0	0	523	2,480	0	0	0	0	0	3,003	0	3,003	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**	**148,769**	**91,146**	**57,623**	**7,279,667**	**6,549,020**	**730,647**	**86,464**	**94,464**	**7,460,595**	**100.00%**
50000:Certificated Salaries & Wages		204,388	203,261	185,286	193,026	154,857	215,631	189,489	183,302	217,309	198,077	199,575	1,498	1,944,626	1,980,767	36,141	190,923	221,858	2,357,407	31.60%
50100:Non-Certificated Salaries & Wages		33,892	23,370	14,619	18,473	12,981	18,809	15,907	17,150	20,327	21,723	22,740	1,016	197,253	182,258	(14,996)	21,857	23,681	242,791	3.25%
50500:Certificated Additional Duties		22,363	8,635	591	684	1,250	3,738	2,783	1,631	2,851	4,650	4,500	(150)	49,175	75,500	26,325	15,000	15,000	79,175	1.06%
51000:Certificated Incentives		0	0	11,843	15,520	0	32,244	0	727	0	0	0	0	60,334	93,565	33,230	0	104,824	165,158	2.21%
51100:Non-Certificated Incentives		0	0	1,273	0	0	3,684	0	0	0	0	0	0	4,957	8,135	3,178	0	9,360	14,317	0.19%
51500:Certificated Stipends		0	0	0	0	0	0	0	0	0	364	0	(364)	364	0	(364)	0	0	364	0.00%
51600:Non Certificated Stipends		1,880	70	45,909	3,756	0	12,256	44	3,214	(66)	1,438	2,500	1,062	68,501	5,000	(63,501)	2,500	12,500	83,501	1.12%
52000:Certificated Payroll Taxes		17,092	15,871	18,714	15,737	11,524	21,419	15,645	13,856	16,344	14,003	15,187	1,184	160,205	154,911	(5,294)	14,529	16,883	191,617	2.57%
52100:Non-Certificated Payroll Taxes		2,824	1,872	1,262	1,424	1,003	1,838	1,413	1,544	1,616	4,421	1,730	(2,691)	19,216	13,924	(5,292)	1,663	1,802	22,681	0.30%
53000:Certificated Group Insurance		25,182	25,850	24,821	23,512	19,133	26,438	23,909	22,434	28,474	25,497	28,474	2,977	245,250	255,034	9,783	28,474	28,474	302,198	4.05%
53100:Non-Certificated Group Insurance		2,615	2,807	2,785	3,150	2,274	3,492	2,967	2,701	3,614	2,952	3,615	663	29,357	22,545	(6,812)	3,615	3,615	36,587	0.49%
54000:Certificated Workers Comp		1,712	73	0	5,032	2,732	2,752	2,742	5,390	2,743	2,760	2,554	(206)	25,937	13,937	(12,000)	2,554	2,554	31,045	0.42%
54100:Non-Certificated Workers Comp		447	13	0	1,313	247	251	249	490	249	250	376	126	3,510	2,029	(1,481)	376	376	4,262	0.06%
55000:Other Certificated Benefits		283	303	291	289	227	330	293	279	300	273	295	22	2,869	2,929	59	283	328	3,480	0.05%
55100:Other Non-Certificated Benefits		18	20	22	22	15	25	21	19	21	581	19	(562)	763	150	(612)	18	20	800	0.01%
56000:Certificated 401k Contributions		6,777	5,997	7,283	6,032	4,307	7,502	5,806	5,609	6,623	5,731	6,751	1,020	61,666	65,368	3,701	6,458	7,504	75,629	1.01%
56100:Non-Certificated 401k Contributions		517	603	602	539	392	710	503	553	536	596	545	(51)	5,551	4,273	(1,278)	524	567	6,642	0.09%
57000:Certificated Vacation Expense		0	0	(27,972)	0	0	12,026	0	0	25,226	(3,536)	3,929	7,465	5,744	40,269	34,524	3,955	6,591	16,290	0.22%
57100:Other Non-Certificated Vacation Expense		0	0	184	0	0	2,199	0	0	(301)	(1,940)	271	2,211	142	2,743	2,601	262	503	907	0.01%
59900:Other Employee Related Costs		1,099	616	1,821	4	60	1,045	63	0	3,117	6,310	2,100	(4,210)	14,135	25,800	11,665	8,100	14,100	36,335	0.49%
Total Payroll		**321,088**	**289,361**	**289,334**	**288,513**	**211,005**	**366,388**	**261,835**	**258,900**	**328,986**	**284,150**	**295,161**	**11,011**	**2,899,558**	**2,949,136**	**49,577**	**301,090**	**470,540**	**3,671,188**	**49.21%**
60200:Other Equipment	SC016 Leasehold Improvements	0	0	0	0	0	0	0	0	0	0	0	0	0	7,500	7,500	0	2,500	2,500	0.03%
60200:Other Equipment:	SC010 Furniture & Fixtures	7,478	162	0	0	0	0	0	0	0	0	0	0	7,640	10,000	2,360	0	5,000	12,640	0.17%
70000:G&A Expense	SC110 Security	517	195	0	322	0	517	0	0	322	0	333	333	1,874	3,333	1,460	333	333	2,540	0.03%
70000:G&A Expense	SC221 Storage	722	1,028	1,588	1,252	1,252	1,578	(2,168)	610	610	610	600	(10)	7,082	6,000	(1,082)	600	600	8,282	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	18,934	0	189,450	189,342	(107)	18,934	19,692	228,076	3.06%
70500:Rent	SC457 Lease Expense (ROU)	0	0	1,553	0	0	1,553	0	0	1,553	0	0	0	4,659	4,659	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	736	1,367	631	13,048	13,670	622	1,367	1,367	15,782	0.21%
70630:Maintenance	SC108 Repairs & Maintenance	170	0	0	0	1,600	0	2,745	0	0	2,530	2,775	245	7,045	27,750	20,705	2,775	2,775	12,595	0.17%
70630:Maintenance	SC109 Custodial	1,272	3,129	195	1,467	1,467	2,544	195	1,662	1,467	1,467	1,670	203	14,865	16,700	1,835	1,670	1,670	18,205	0.24%
70630:Maintenance	SC251 Property Management	0	3,787	0	1,893	3,787	0	3,787	1,893	1,893	1,893	1,821	(72)	18,934	18,210	(724)	1,821	1,821	22,576	0.30%
Total Facilities		**27,012**	**32,227**	**22,270**	**23,940**	**29,866**	**27,187**	**24,977**	**24,467**	**26,481**	**26,171**	**27,501**	**1,330**	**264,597**	**297,165**	**32,568**	**27,501**	**36,554**	**328,651**	**4.41%**
70000:G&A Expense	SC125 Cellular Phone	778	313	316	577	623	727	562	604	589	588	950	362	5,676	9,500	3,824	950	950	7,576	0.10%
70100:Service Charges	SC093 HR Benefits Process Charges	191	225	318	295	237	227	225	225	225	225	186	(39)	2,394	2,115	(280)	186	186	2,767	0.04%
70400:Tax Expense	SC100 Business Tax & License	0	0	1,352	0	0	0	282	(282)	0	0	0	0	1,352	300	(1,052)	0	0	1,352	0.02%
70400:Tax Expense	SC114 Property Taxes	2,780	0	0	0	0	0	0	0	43,695	0	0	0	46,475	2,450	(44,025)	0	0	46,475	0.62%
70620:Utilities	SC105 Telephone	110	67	55	134	55	44	0	49	369	0	382	382	885	3,820	2,935	382	382	1,649	0.02%
70620:Utilities	SC106 Internet	491	5,098	4,992	5,050	5,114	4,895	5,100	4,880	5,576	5,120	5,900	780	46,318	59,000	12,682	5,900	5,900	58,118	0.78%
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	2,064	3,200	1,136	25,305	32,000	6,695	3,200	3,200	31,705	0.42%
71000:Insurance Expense	SC113 Property/Casualty Insurance	458	0	0	37,785	811	281	678	120	191	278	0	(278)	40,602	40,250	(352)	0	11,350	51,952	0.70%
71450:Charges & Fees	SC148 Processing Fees	750	0	0	0	750	0	0	750	0	0	0	0	2,250	2,250	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**	**8,275**	**10,618**	**2,343**	**171,255**	**151,685**	**(19,571)**	**10,618**	**21,968**	**203,842**	**2.73%**
60300:IT Expense	SC018 Software	0	4,800	0	43	0	0	96	118	969	0	0	0	6,025	1,100	(4,925)	3,000	1,000	10,025	0.13%
63000:Consulting	SC053 IT Services - Other	0	0	1,979	1,625	812	692	1,217	1,296	1,097	2,051	2,051	(0)	10,770	20,510	9,740	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	0	10,055	26,000	15,945	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	3,667	5,000	1,333	55,853	90,000	34,147	5,000	10,000	70,853	0.95%
70640:Material	SC192 Miscellaneous/Other Technical Equipment	0	9,069	0	0	0	1,172	0	0	0	800	0	(800)	11,042	6,000	(5,042)	0	4,000	15,042	0.20%
70640:Materials	SC160 Tech Materials - Laptop	(68,397)	8,755	0	0	860	(860)	4,130	12,194	0	10,846	0	(10,846)	(32,472)	5,000	37,472	0	5,000	(27,472)	-0.37%
70640:Materials	SC194 Tech Materials - Chromebook	0	50,573	0	0	0	860	0	0	0	0	0	0	51,432	18,000	(33,432)	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**	**19,925**	**9,611**	**(10,314)**	**112,705**	**166,610**	**53,905**	**12,611**	**30,611**	**155,927**	**2.09%**
60600:Student Activities	SC070 Other Student Program Expenses	0	0	0	0	0	0	0	0	0	0	0	0	0	100	100	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	5,376	5,376	0	442,409	431,975	(10,434)	5,376	5,376	453,160	6.07%
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	3,456	3,456	0	284,406	277,698	(6,707)	3,456	3,456	291,317	3.90%
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	7,072	7,122	50	425,084	420,242	(4,841)	7,122	7,122	439,329	5.89%
60800:Service Fees	SC470 Sole Member Fees	0	0	0	23,777	3,114	2,935	780	256	356	384	384	0	31,601	6,981	(24,620)	384	384	32,369	0.43%
63000:Consulting	SC046 Accounting Consulting	0	(4,550)	7,000	0	7,000	0	2,783	0	0	10,080	7,000	(3,080)	22,313	25,550	3,237	0	0	22,313	0.30%
63000:Consulting	SC050 General Consulting	0	0	0	870	0	3,200	0	0	0	0	0	0	4,070	0	(4,070)	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	(4,231)	5,200	9,431	73,399	96,000	22,601	5,200	5,200	83,799	1.12%
63000:Consulting	SC054 Legal	0	1,895	6,372	11,054	2,023	2,977	11,998	7,659	8,631	2,075	5,800	3,725	54,684	58,000	3,316	5,800	5,800	66,284	0.89%
63000:Consulting	SC055 Special Education SPED Services	278	22,973	21,480	26,380	28,880	0	60,910	16,275	28,490	29,003	21,000	(8,003)	234,668	210,000	(24,668)	21,000	21,000	276,668	3.71%
63100:Educational Services - Add On	SC453 Student Promotional Materials	0	0	0	0	0	0	0	0	0	0	0	0	0	7,000	7,000	0	0	0	0.00%
70000:G&A Expense	SC309 Board of Directors	(750)	750	0	0	0	0	0	0	364	0	0	0	364	5,000	4,636	0	27,000	27,364	0.37%
70100:Service Charges	SC451 Specialized Marketing Services	0	1,079	0	0	0	158	0	551	499	0	0	0	2,287	8,505	6,218	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	6,820	0	68,203	68,203	0	5,643	3,866	77,712	1.04%
71100:Marketing	SC115 Advertising	0	0	1,904	0	0	3,909	0	500	5,172	0	9,600	9,600	11,486	46,260	34,774	9,600	9,600	30,686	0.41%

Company for Financial Reports **Options For Youth - San Gabriel, Inc.**
Period **FY 2025/26 - April 2026**
Budgeted ADA **465.34**
Actual P2 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	04/2026 Actuals	04/2026 CM Budget	04/2026 CM Variance	Year to Date Actuals	Year to Date YTD Budget	Year to Date YTD Variance	05/2026 Budget	06/2026 Budget	Projected Actuals	% of Rev
71100:Marketing	SC117 Marketing Materials	0	3,433	1,201	904	13	281	0	0	21	0	0	0	5,854	7,200	1,346	0	2,400	8,254	0.11%
71400:District Admin Fees	SC026 District Admin Fees	27,627	8,102	5,683	6,142	6,227	5,869	1,559	512	712	768	768	0	63,201	61,711	(1,490)	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**	**60,803**	**72,526**	**11,724**	**1,724,027**	**1,730,427**	**6,399**	**64,349**	**94,807**	**1,883,183**	**25.24%**
60000:Student Services	SC057 Printing & Reproduction	0	28	155	0	75	53	0	0	29	0	330	330	340	5,100	4,760	330	1,730	2,400	0.03%
70000: G&A Expense	SC132 Office Equipment leases/Rentals	434	347	347	347	1,445	331	(774)	340	331	331	0	(331)	3,481	0	(3,481)	0	0	3,481	0.05%
70000:G&A Expense	SC086 Postage & Delivery	1,246	700	2,379	1,339	2,824	610	1,061	1,924	1,697	917	2,115	1,198	14,698	21,150	6,452	2,115	2,115	18,928	0.25%
70000:G&A Expense	SC087 Office Supplies	598	3,748	660	2,289	1,269	703	228	457	1,173	702	4,200	3,498	11,828	42,000	30,172	4,200	4,200	20,228	0.27%
70000:G&A Expense	SC088 Other G&A Expenses	755	1,157	2,633	2,279	910	998	1,371	923	714	808	0	(808)	12,549	0	(12,549)	0	0	12,549	0.17%
70300:Dues & Subscriptions	SC099 Membership Fees	5,198	2,500	586	0	2,677	(70)	1,790	0	0	295	0	(295)	12,976	10,500	(2,476)	0	3,500	16,476	0.22%
70620:Utilities	SC458 Remote Business Expense	150	90	297	300	450	307	250	250	266	400	300	(100)	2,759	3,000	241	300	300	3,359	0.05%
Total Office Supplies		**8,381**	**8,571**	**7,057**	**6,555**	**9,651**	**2,933**	**3,926**	**3,894**	**4,209**	**3,453**	**6,945**	**3,492**	**58,630**	**81,750**	**23,120**	**6,945**	**11,845**	**77,420**	**1.04%**
70000:G&A Expense	SC127 Conferences	0	168	50	0	2,140	100	0	987	578	0	0	0	4,023	9,750	5,727	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	0	3,000	3,000	222,666	31,500	(191,166)	3,000	3,500	229,166	3.07%
70000:G&A Expense	SC131 Company Events	0	0	0	0	0	0	2,668	0	15,261	920	3,000	2,080	18,849	6,000	(12,849)	0	0	18,849	0.25%
71100:Marketing	SC116 Business Promotion	5,000	110	0	0	0	0	0	0	0	0	0	0	5,110	7,200	2,090	0	2,400	7,510	0.10%
71200:Travel & Entertainment	SC103 Parking & Tolls	0	132	0	10	0	90	0	0	10	135	19	(116)	377	190	(187)	19	19	415	0.01%
71200:Travel & Entertainment	SC120 Travel - Airfare & Hotel	0	1,545	0	0	1,520	0	2,009	0	1,082	1,943	1,000	(943)	8,099	10,000	1,901	1,000	1,000	10,099	0.14%
71200:Travel & Entertainment	SC121 Mileage	79	150	133	178	942	76	0	75	445	326	500	174	2,404	5,000	2,596	500	3,000	5,904	0.08%
71200:Travel & Entertainment	SC122 Car Rentals	0	0	0	0	0	0	70	0	32	101	80	(21)	203	800	597	80	80	363	0.00%
71200:Travel & Entertainment	SC123 Meals	130	255	62	0	0	613	603	0	334	807	400	(407)	2,804	4,000	1,196	400	400	3,604	0.05%
Total Staff Programs		**5,911**	**4,624**	**3,263**	**1,441**	**5,379**	**1,774**	**5,350**	**181,062**	**51,498**	**4,232**	**7,999**	**3,767**	**264,535**	**74,440**	**(190,095)**	**4,999**	**13,649**	**283,183**	**3.80%**
60000:Student Services	SC065 Program Non-Travel Meals	222	1,849	1,703	1,703	0	0	4,542	1,724	1,541	1,622	1,818	196	14,905	18,180	3,275	1,818	1,818	18,541	0.25%
60000:Student Services	SC071 Student Supplies	136	2,156	1,428	38	0	694	943	47	267	33	747	714	5,741	23,135	17,394	13,000	14,000	32,741	0.44%
60000:Student Services	SC460 Student Engagement Programs	0	0	0	0	708	505	407	0	360	132	0	(132)	2,112	30,000	27,888	0	10,000	12,112	0.16%
60100:Program Equipment	SC253 Sports Equipment	0	0	0	0	0	56	0	0	41	0	2,000	2,000	96	7,000	6,904	2,000	20,000	22,096	0.30%
60400:Curriculum		0	387	25	1,432	2,494	2,111	539	426	0	296	3,150	2,854	7,710	31,500	23,790	3,150	3,150	14,010	0.19%
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	0	0	50,911	0	(50,911)	0	89,130	140,041	1.88%
60600:Student Activities	SC280 Student Activities - Graduation	0	2,820	0	1,927	0	0	2,813	1,997	2,315	10,007	2,500	(7,507)	21,879	25,000	3,121	2,500	2,500	26,879	0.36%
60600:Student Activities	SC281 Student Activities - Sports	0	1,158	1,421	0	369	1,705	8,029	0	141	0	5,000	5,000	12,823	29,000	16,177	5,000	5,000	22,823	0.31%
60600:Student Activities	SC282 Student Activities - Field Trips	(25)	2,197	9,455	56	1,916	2,979	5,150	3,042	5,106	206	5,850	5,644	30,081	65,250	35,169	5,850	8,100	44,031	0.59%
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	13,604	7,500	(6,104)	118,277	75,000	(43,277)	7,500	7,500	133,277	1.79%
63000:Consulting	SC328 CTE Services	0	0	86,000	42,000	0	0	0	0	0	0	0	0	128,000	127,000	(1,000)	0	0	128,000	1.72%
63100:Educational Services - Add On	SC364 Curriculum Development	0	0	45,436	53	0	0	0	0	0	0	0	0	45,489	37,055	(8,434)	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	22,500	0	(22,500)	22,500	0	(22,500)	0	0	22,500	0.30%
63100:Educational Services - Add On	SC370 Student Record Services	0	605	0	7,864	0	0	0	8,033	0	370	0	(370)	16,871	0	(16,871)	0	0	16,871	0.23%
Total Student Programs		**(19,737)**	**48,205**	**163,815**	**73,423**	**18,745**	**29,432**	**53,132**	**24,505**	**37,105**	**48,771**	**28,565**	**(20,206)**	**477,395**	**468,120**	**(9,275)**	**40,818**	**161,198**	**679,411**	**9.11%**
Total Expenses		**839,492**	**658,765**	**690,433**	**644,014**	**459,819**	**575,102**	**490,738**	**569,947**	**588,613**	**455,780**	**458,927**	**3,147**	**5,972,702**	**5,919,332**	**(53,371)**	**468,931**	**841,171**	**7,282,804**	**97.62%**
Excess Revenue		**1,973,884**	**226,948**	**4,636**	**49,406**	**223,228**	**45,876**	**(345,541)**	**(162,077)**	**(402,385)**	**(307,011)**	**(367,781)**	**60,770**	**1,306,965**	**629,688**	**677,277**	**(382,467)**	**(746,708)**	**177,791**	**2.38%**

Outstanding Credit Card Balance as of 04/30/2026 - $0

Company for Financial Reports	**Options For Youth - San Gabriel, Inc.**
Period	**FY 2025/26 - April 2026**
Threshold	
1% of YTD Total Expenses =	59,727

		Year to Date			
Ledger Account	**Revenue / Spend Category**	**Actuals**	**YTD Budget**	**YTD Variance**	**Comments**
51600:Non Certificated Stipends		68,501	5,000	(63,501)	Credit Enrichment and Semester 1 Incentives not budgeted.
70000:G&A Expense	SC129 Staff Development	222,666	31,500	(191,166)	AMIM - Teaching and Learning Remedial Skills Intervention.

Options For Youth - San Gabriel, Inc.

Balance Sheet
FY 2026 - As of April 2026

Ledger Account	Current YTD
10000:Cash	2,763,119
12000:Accounts Receivable	1,703
11000:State Receivables	3,980,051
16500:Prepaid Expenses	123,506
15000:Fixed Assets	838,340
15500:Accumulated Depreciation	(711,755)
19700:Right-of-Use (ROU) Asset - Operating	1,141,180
19701:Right-of-Use (ROU) Accum Amort - Operating	(475,063)
Total Assets	**7,661,080**
20000:Accounts Payable	691,830
24000:Accrued Expenses	1,029,321
21000:Deferred Revenue	1,229,702
21700:ST Lease Liability - Operating	207,404
26700:LT Lease Liability - Operating	495,558
Total Liabilities	**3,653,815**
30000:Retained Earnings	1,306,965
30500:Retained Earnings - Prior Year	2,700,300
Total Net Assets	**4,007,265**
Total Liabilities and Net Assets	**7,661,080**

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	2,780,266	2,639,164	2,229,483	1,894,124	2,334,972	2,061,325	2,035,577	2,056,066
Cash Inflows	934,799	362,928	208,924	1,096,838	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	450,160	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	2,780,266	2,639,164	2,229,483	1,894,124	2,334,972	2,061,325	2,035,577	2,056,066	1,963,024

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	87,552	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	818,662	6/30/2028
Arts, Music and Instructional Material Block Grant - CC134	361,800	361,800	-	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	36,038	46,185	6/30/2028
Student Support and Professional Development - CC157	153,479	153,479	153,479	6/30/2029
Total	**1,899,945**	**1,882,917**	**1,239,274**	

3-month Cash Need	**1,986,249**
Cash Reserve	**(445,257)** - Need to build cash reserve.

Cash Out Average

1 month	662,083
2 months	1,324,166
3 months	1,986,249

C. Action Item(s)

C.1 OFY-SG Budget for Fiscal Year 2026-2027

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

June 2026

Agenda Item: OFY-SG Budget for Fiscal Year 2026-2027

Purpose: The Board will review and consider approval of the OFY-SG Budget for Fiscal Year 2026-2027.

The assumptions were developed by the School's leadership team, the Skyrocket School Business team, and the 9 Dot Accounting team. The budget is developed based on the projections for the Average Daily Attendance ("ADA") rate. The budget may be updated once the May revise is received and inputted. If any updates include changes of more than 10%, then the Board will receive a financial update at the next Board meeting.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

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

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

Period FY 2026/27 Budget for Adoption

Budgeted ADA 399.49

Ledger Account	Revenue / Spend Category	07/2026 Budget	08/2026 Budget	09/2026 Budget	10/2026 Budget	11/2026 Budget	12/2026 Budget	01/2027 Budget	02/2027 Budget	03/2027 Budget	04/2027 Budget	05/2027 Budget	06/2027 Budget	FY26-27 Total Budget	% of Rev
41500:Special Education	RC27 Special Education	30,120	30,120	30,120	30,120	30,120	30,120	49,870	32,941	32,941	32,941	32,941	32,941	395,296	5.55%
43000:State Revenue	RC08 LCFF Transition	1,927,102	636,375	439,294	457,189	471,347	284,047	107,440	169,014	58,286	58,286	58,286	58,286	4,724,950	66.35%
43000:State Revenue	RC09 Mandate Block Grant	3,505	3,505	3,505	3,505	3,505	3,505	0	0	0	0	0	0	21,031	0.30%
43000:State Revenue	RC12 In Lieu Property Taxes	248,015	81,900	56,536	58,839	60,662	36,556	13,827	21,752	7,501	7,501	7,501	7,501	608,093	8.54%
43000:State Revenue	RC14 EPA	513,047	169,420	116,952	121,716	125,485	75,621	28,604	44,996	15,517	15,517	15,517	15,517	1,257,910	17.67%
43000:State Revenue	RC15 State Lottery	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	9,458	113,493	1.59%
Total Revenue		**2,731,246**	**930,778**	**655,866**	**680,828**	**700,576**	**439,308**	**209,199**	**278,161**	**123,703**	**123,703**	**123,703**	**123,703**	**7,120,773**	**100.00%**
50000:Certificated Salaries & Wages		253,325	201,190	177,242	177,849	169,992	187,303	171,194	163,504	188,714	180,549	172,617	213,819	2,257,299	31.70%
50100:Non-Certificated Salaries & Wages		24,275	18,945	15,786	15,829	15,118	16,565	15,124	14,413	16,575	16,019	15,452	18,444	202,544	2.84%
50500:Certificated Additional Duties		30,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	10,000	10,000	104,000	1.46%
51000:Certificated Incentives		0	0	11,843	15,520	0	0	0	0	0	0	0	129,731	157,094	2.21%
51100:Non-Certificated Incentives		0	0	0	0	0	0	0	0	0	0	0	13,685	13,685	0.19%
51500:Certificated Stipends		2,000	150	50,000	4,000	0	13,000	100	5,000	5,000	5,000	5,000	10,000	99,250	1.39%
52000:Certificated Payroll Taxes		24,059	17,594	16,566	16,930	14,945	16,415	15,047	14,394	16,535	15,841	15,507	30,022	213,854	3.00%
52100:Non-Certificated Payroll Taxes		2,231	1,621	5,586	1,684	1,284	2,510	1,293	1,648	1,832	1,785	1,737	3,577	26,788	0.38%
53000:Certificated Group Insurance		31,686	25,165	22,170	22,246	21,263	23,428	21,413	20,451	23,605	22,583	21,591	26,745	282,345	3.97%
53100:Non-Certificated Group Insurance		3,565	2,782	2,318	2,324	2,220	2,432	2,221	2,116	2,434	2,352	2,269	2,708	29,743	0.42%
54000:Certificated Workers Comp		2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	2,554	30,651	0.43%
54100:Non-Certificated Workers Comp		376	376	376	376	376	376	376	376	376	376	376	376	4,517	0.06%
55000:Other Certificated Benefits		380	302	266	267	255	281	257	245	283	271	259	321	3,389	0.05%
55100:Other Non-Certificated Benefits		25	20	16	16	16	17	16	15	17	17	16	19	210	0.00%
56000:Certificated 401k Contributions		8,169	6,488	5,715	5,735	5,482	6,040	5,520	5,272	6,085	5,822	5,566	6,895	72,789	1.02%
56100:Non-Certificated 401k Contributions		691	539	450	451	430	472	431	410	472	456	440	525	5,767	0.08%
57100:Other Non-Certificated Vacation Expense		0	0	906	0	0	729	0	0	708	0	0	766	3,110	0.04%
59900:Other Employee Related Costs	SC029 Recruitment Fees	0	0	750	0	0	750	0	0	750	0	0	750	3,000	0.04%
59900:Other Employee Related Costs	SC027 Temporary Help	10,000	0	200	0	0	200	0	0	200	0	5,000	5,000	20,600	0.29%
Total Payroll		**393,337**	**283,727**	**318,745**	**271,781**	**239,934**	**279,072**	**241,546**	**236,401**	**272,140**	**259,625**	**258,385**	**475,940**	**3,530,633**	**49.58%**
70630:Maintenance	SC108 Repairs & Maintenance	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	0.25%
70630:Maintenance	SC109 Custodial	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	20,400	0.29%
70630:Maintenance	SC111 Facilities Charges	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	16,800	0.24%
70000:G&A Expense	SC110 Security	300	300	300	300	300	300	300	300	300	300	300	300	3,600	0.05%
70500:Rent	SC457 Lease Expense (ROU)	0	0	1,553	0	0	1,553	0	0	1,553	0	0	796	5,455	0.08%
70500:Rent	SC001 Rent - Other	19,692	19,692	19,692	19,692	19,692	19,692	19,692	19,692	19,692	19,692	19,692	20,479	237,087	3.33%
70630:Maintenance	SC251 Property Management	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	2,048	23,709	0.33%
60200:Other Equipment:	SC010 Furniture & Fixtures	0	0	2,500	0	0	2,500	0	0	2,500	0	0	2,500	10,000	0.14%
60200:Other Equipment:	SC016 Leasehold Improvements	0	0	0	0	0	0	0	0	0	0	0	5,000	5,000	0.07%
70000:G&A Expense	SC221 Storage	720	720	720	720	720	720	720	720	720	720	720	720	8,640	0.12%
Total Facilities		**27,281**	**27,281**	**31,334**	**27,281**	**27,281**	**31,334**	**27,281**	**27,281**	**31,334**	**27,281**	**27,281**	**36,443**	**348,690**	**4.90%**
70000:G&A Expense	SC125 Cellular Phone	700	700	700	700	700	700	700	700	700	700	700	700	8,400	0.12%
70400:Tax Expense	SC100 Business Tax & License	0	0	1,352	0	0	0	0	0	0	0	0	0	1,352	0.02%
70400:Tax Expense	SC114 Property Taxes	2,780	0	0	0	0	0	0	0	0	0	0	0	2,780	0.04%
70620:Utilities	SC105 Telephone	100	100	100	100	100	100	100	100	100	100	100	100	1,200	0.02%
70620:Utilities	SC106 Internet	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	62,400	0.88%
70620:Utilities	SC202 Water/Gas/Electric/Trash	3,200	3,200	3,200	3,200	3,200	3,200	2,000	2,000	2,000	2,000	2,000	2,000	31,200	0.44%
71450:Charges & Fees	SC148 Processing Fees	0	0	750	0	0	750	0	0	750	0	0	750	3,000	0.04%
70100:Service Charges	SC093 HR Benefits Process Charges	243	243	243	243	243	243	243	243	243	243	243	243	2,916	0.04%
71000:Insurance Expense	SC113 Property/Casualty Insurance	458	0	0	37,785	811	281	678	120	0	0	0	11,350	51,483	0.72%
Total Utilities & Taxes		**12,680**	**9,443**	**11,545**	**47,228**	**10,254**	**10,474**	**8,921**	**8,363**	**8,993**	**8,243**	**8,243**	**20,343**	**164,730**	**2.31%**
70640:Materials	SC160 Tech Materials - Laptop	0	0	0	0	0	5,000	0	0	0	0	0	5,000	10,000	0.14%
63000:Consulting	SC217 IT Services - Hardware Support	5,000	700	10,000	700	700	700	700	700	700	700	700	5,000	26,300	0.37%
63000:Consulting	SC053 IT Services - Other	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	26,400	0.37%
70640:Material	SC192 Miscellaneous/Other Technical Equipment	0	0	10,000	0	0	1,000	0	0	1,000	0	0	5,000	17,000	0.24%
70640:Materials	SC194 Tech Materials - Chromebook	0	0	30,000	0	0	20,000	0	0	0	0	0	30,000	80,000	1.12%
70300:Dues & Subscriptions	SC098 Subscriptions	35,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	11,000	66,000	0.93%
60300:IT Expense	SC018 Software	0	5,000	0	100	0	500	0	0	500	0	0	1,000	7,100	0.10%
Total I.T.		**42,200**	**9,900**	**54,200**	**5,000**	**4,900**	**31,400**	**4,900**	**4,900**	**6,400**	**4,900**	**4,900**	**59,200**	**232,800**	**3.27%**
60800:Service Fees	SC303 Service Fee - Back Office, HR, Board Relations	187,090	63,758	44,927	46,637	47,989	30,093	14,330	19,054	8,474	8,474	8,474	8,474	487,773	6.85%
60800:Service Fees	SC304 Charter Management Fee	120,967	39,946	27,575	28,699	29,587	17,830	6,744	10,609	3,659	3,659	3,659	3,659	296,593	4.17%
60800:Service Fees	SC305 Service Fee - Educational Services	136,562	46,539	32,793	34,041	35,029	21,965	10,460	13,908	6,185	6,185	6,185	6,185	356,039	5.00%
60800:Service Fees	SC470 Sole Member Fees	13,441	4,438	3,064	3,189	3,287	1,981	749	1,179	407	407	407	407	32,955	0.46%
63000:Consulting	SC046 Accounting Consulting	0	0	2,450	0	7,000	0	2,783	0	0	7,000	0	0	19,233	0.27%
63000:Consulting	SC050 General Consulting	0	0	1,000	0	0	1,000	0	0	1,000	0	0	1,000	4,000	0.06%
63000:Consulting	SC051 Data Management - Other	43,000	3,000	3,500	10,000	3,500	3,500	3,000	1,000	1,200	3,000	5,500	7,500	87,700	1.23%
63000:Consulting	SC054 Legal	0	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	44,000	0.62%

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

Period FY 2026/27 Budget for Adoption

Budgeted ADA 399.49

Ledger Account	Revenue / Spend Category	07/2026 Budget	08/2026 Budget	09/2026 Budget	10/2026 Budget	11/2026 Budget	12/2026 Budget	01/2027 Budget	02/2027 Budget	03/2027 Budget	04/2027 Budget	05/2027 Budget	06/2027 Budget	FY26-27 Total Budget	% of Rev
63000:Consulting	SC055 Special Education SPED Services	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	252,000	3.54%
70200:Depreciation		3,866	3,866	3,866	3,866	3,866	3,866	3,866	3,866	3,866	3,866	3,866	3,866	46,393	0.65%
70000:G&A Expense	SC309 Board of Directors	0	0	0	0	0	0	0	0	0	0	0	20,000	20,000	0.28%
71100:Marketing	SC117 Marketing Materials	0	1,000	1,000	1,000	500	500	1,000	1,000	1,000	1,000	1,000	1,000	10,000	0.14%
71400:District Admin Fees	SC026 District Admin Fees	26,882	8,877	6,128	6,377	6,575	3,962	1,499	2,358	813	813	813	813	65,910	0.93%
70100:Service Charges	SC451 Specialized Marketing Services	0	0	2,500	0	0	2,500	0	0	2,500	0	0	3,500	11,000	0.15%
71100:Marketing	SC115 Advertising	0	0	0	0	0	10,000	0	0	10,000	0	0	15,000	35,000	0.49%
Total Service Fees		**552,809**	**196,425**	**153,803**	**158,809**	**162,334**	**122,198**	**69,431**	**77,974**	**64,103**	**59,403**	**54,903**	**96,403**	**1,768,594**	**24.84%**
70000:G&A Expense	SC086 Postage & Delivery	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	0.25%
60000:Student Services	SC057 Printing & Reproduction	50	50	50	50	50	50	50	50	50	50	50	50	600	0.01%
70000:G&A Expense	SC087 Office Supplies	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	19,200	0.27%
70000:G&A Expense	SC088 Other G&A Expenses	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	0.25%
70300:Dues & Subscriptions	SC099 Membership Fees	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	0.34%
70000: G&A Expense	SC132 Office Equipment leases/Rentals	600	600	600	600	600	600	600	600	600	600	600	600	7,200	0.10%
70620:Utilities	SC458 Remote Business Expense	300	300	300	300	300	300	300	300	300	300	300	300	3,600	0.05%
Total Office Supplies		**7,550**	**7,550**	**7,550**	**7,550**	**7,550**	**7,550**	**7,550**	**7,550**	**7,550**	**7,550**	**7,550**	**7,550** 0	**90,600**	**1.27%**
70000:G&A Expense	SC129 Staff Development	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	0.25%
71100:Marketing	SC116 Business Promotion	0	0	2,000	0	0	2,000	0	0	2,000	0	0	4,000	10,000	0.14%
70000:G&A Expense	SC127 Conferences	0	0	0	0	0	2,000	0	0	2,000	0	0	2,000	6,000	0.08%
71200:Travel & Entertainment	SC120 Travel - Airfare & Hotel	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	0.17%
71200:Travel & Entertainment	SC121 Mileage	500	500	500	500	500	500	500	500	500	500	500	3,000	8,500	0.12%
71200:Travel & Entertainment	SC123 Meals	500	500	500	500	500	500	500	500	500	500	500	1,200	6,700	0.09%
71200:Travel & Entertainment	SC103 Parking & Tolls	100	100	100	100	100	100	100	100	100	100	100	100	1,200	0.02%
70000:G&A Expense	SC131 Company Events	0	0	0	0	0	0	3,000	0	0	0	0	3,000	6,000	0.08%
Total Staff Programs		**3,600**	**3,600**	**5,600**	**3,600**	**3,600**	**7,600**	**6,600**	**3,600**	**7,600**	**3,600**	**3,600**	**15,800**	**68,400**	**0.96%**
60000:Student Services	SC460 Student Engagement Programs	0	0	8,000	0	0	8,000	0	0	3,000	0	0	8,000	27,000	0.38%
60600:Student Activities	SC276 Student Activities - College Tours, Experiential Trips	0	0	0	0	0	0	0	0	0	0	0	100,000	100,000	1.40%
60700:Student Travel Expenses	SC063 Program Transportation	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000	1.69%
60600:Student Activities	SC282 Student Activities - Field Trips	3,000	3,000	3,000	3,000	3,000	3,000	10,000	5,000	5,000	5,000	5,000	10,000	58,000	0.81%
60600:Student Activities	SC280 Student Activities - Graduation	5,000	1,000	1,000	1,000	1,000	1,000	6,000	1,000	1,000	1,000	3,000	4,000	26,000	0.37%
60600:Student Activities	SC281 Student Activities - Sports	1,500	1,500	1,500	1,500	1,500	1,500	12,000	1,500	1,500	1,500	1,500	10,000	37,000	0.52%
60100:Program Equipment	SC253 Sports Equipment	3,000	0	5,000	0	0	1,200	500	0	0	0	100	300	10,100	0.14%
60000:Student Services	SC065 Program Non-Travel Meals	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	0.25%
60000:Student Services	SC071 Student Supplies	500	2,000	1,500	100	0	700	200	0	500	1,000	10,000	10,000	26,500	0.37%
60400:Curriculum		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	0.25%
63100:Educational Services - Add On	SC364 Curriculum Development	0	0	47,000	0	0	0	0	0	0	0	0	0	47,000	0.66%
63000:Consulting	SC328 CTE Services	0	25,608	0	0	0	0	0	0	25,608	0	0	0	51,216	0.72%
63100:Educational Services - Add On	SC370 Student Record Services	0	500	0	8,000	0	0	0	0	0	0	0	500	9,000	0.13%
63100:Educational Services - Add On	SC367 Art Program Subscription Fees	0	0	0	0	0	0	0	0	0	0	0	3,000	3,000	0.04%
Total Student Programs		**26,000**	**46,608**	**80,000**	**26,600**	**18,500**	**28,400**	**41,700**	**20,500**	**49,608**	**21,500**	**32,600**	**158,800**	**550,816**	**7.74%**
Total Expense		**1,065,456**	**584,533**	**662,776**	**547,849**	**474,353**	**518,027**	**407,929**	**386,569**	**447,728**	**392,102**	**397,462**	**870,478**	**6,755,264**	**94.87%**
Excess Revenue (Deficit)		**1,665,790**	**346,245**	**(6,911)**	**132,978**	**226,223**	**(78,719)**	**(198,730)**	**(108,408)**	**(324,025)**	**(268,399)**	**(273,759)**	**(746,775)**	**365,509**	**5.13%**

C.2 OFY-SG Resolution 2526-02 Approval of the Spending of Funds Received from the Education Protection Account (“EPA”) (Res. 2526-02)

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

June 2026

Agenda Item: OFY-SG Resolution 2526-02 Approval of the Spending of Funds Received from the Education Protection Account ("EPA") (Res. 2526-02)

Purpose: The Board will review and consider approval of the OFY-SG Resolution 2526-02 Approval of the Spending of Funds Received from the Education Protection Account ("EPA") (Res. 2526-02).

Pursuant to Article XIII, Section 36 of the California Constitution, Local Education Agencies ("LEA") such as charter schools, are required to discuss and determine the use of EPA funds at an open meeting prior to June 30 annually, as well as post an accounting of funds received from the EPA and how those funds were expended on their website.

This resolution sets forth the projected EPA funding for the 2026-2027 fiscal year, along with a breakdown of how those funds are expected to be spent.

Fiscal Impact:

- FY 2026-2027 Projected EPA Funding: $1,257,910.00

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve OFY-SG Resolution 2526-02 Approval of the Spending of Funds Received from the Education Protection Account ("EPA") (Res. 2526-02), as presented.

RESOLUTION NO. 2526-02

RESOLUTION OF THE BOARD OF DIRECTORS OF OPTIONS FOR YOUTH – SAN GABRIEL, INC.

APPROVAL OF THE SPENDING OF FUNDS RECEIVED FROM THE EDUCATION PROTECTION ACCOUNT PURSUANT TO ARTICLE XIII, SECTION 36 OF THE CALIFORNIA CONSTITUTION

WHEREAS, Options For Youth – San Gabriel, Inc. ("OFY-SG") is a California nonprofit public benefit corporation that operates the Options For Youth San Gabriel public charter school;

WHEREAS, the California voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012, and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016;

WHEREAS, the provisions of Article XIII, Section 36(e) create as part of the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the State Director of Finance shall estimate the total amount of additional revenues, less refunds, that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the charter school are required to make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account may not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and may not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, this Board of Directors of OFY-SG does hereby find, resolve, and order as follows:

Section 1.

In compliance with Article XIII, Section 36(e) of the California Constitution, the Board of Directors of OFY-SG hereby resolves that the funds received from the Education Protection Act shall be disbursed as set forth on Exhibit A attached to this Resolution.

EXHIBIT A

Options for Youth - San Gabriel
Fiscal Year 2026-27
Budgeted Expenditures through: June 30, 2027

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,257,910.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,257,910.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Personal Salaries	1000-1999	1,106,961.00
Classified Personal Salaries	2000-2999	0.00
Employee Benefits	3000-3999	150,949.00
Books and Supplies	4000-4999	0.00
Services and Other Operating Expenditures	5000-5999	0.00
Capital Outlay	6000-6999	0.00
Other Outgo	7000-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,257,910.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

SECRETARY'S CERTIFICATE

I,_____, Secretary of the Board of Directors of Options For Youth – San Gabriel, Inc., a California nonprofit public benefit corporation, county of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Options For Youth – San Gabriel, Inc. which was duly held on _____, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

The attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting, and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on_____, 2026.

_____
Secretary of the Board of Directors of
Options For Youth – San Gabriel, Inc.

C.3 OFY-SG Resolution 2526-03 Resolution of the Board of Directors of Options For Youth-San Gabriel, Inc. Approving Renewal Charter Petition, Authorizing Submission to the San Gabriel Unified School District, and Other Actions Related Thereto

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

June 2026

Agenda Item: OFY-SG Resolution 2526-03 Resolution of the Board of Directors of Options For Youth-San Gabriel, Inc. Approving Renewal Charter Petition, Authorizing Submission to the San Gabriel Unified School District, and Other Actions Related Thereto

Purpose: The Board will review and consider approval of the OFY-SG Resolution 2526-03 Resolution of the Board of Directors of Options For Youth-San Gabriel, Inc. Approving Renewal Charter Petition, Authorizing Submission to the San Gabriel Unified School District, and Other Actions Related Thereto. Upon Board approval, this petition will be submitted to the San Gabriel Unified School District Board of Education for review and approval.

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

The Governing Board and school leaders have reviewed multiple drafts of the charter renewal petition over the past several months and have been provided opportunities to provide feedback throughout the development process. The document being presented today represents the third and substantially final draft of the Options for Youth-San Gabriel Charter Renewal Petition, subject to the Superintendent and legal counsel taking any additional actions as may be required or reasonably necessary to carry out the intent of the Board resolution such as negotiating with the District, and revising and finalizing the Charter Renewal Petition for submission.

Contract Terms: 5-year term effective July 1, 2027 to June 30, 2032

Fiscal Impact: N/A

Superintendent Approval: Y

Proposed Motion: Motion to approve the OFY-SG Resolution 2526-03 Resolution of the Board of Directors of Options For Youth-San Gabriel, Inc. Approving Renewal Charter Petition, Authorizing Submission to the San Gabriel Unified School District, and Other Actions Related Thereto.

RESOLUTION NO. 2526-03

RESOLUTION OF THE BOARD OF DIRECTORS OF OPTIONS FOR YOUTH – SAN GABRIEL, INC. APPROVING RENEWAL CHARTER PETITION, AUTHORIZING SUBMISSION TO THE SAN GABRIEL UNIFIED SCHOOL DISTRICT, AND OTHER ACTIONS RELATED THERETO

WHEREAS, Options For Youth-San Gabriel, Inc. (the "Corporation") is a California nonprofit public benefit corporation that operates the Options For Youth – San Gabriel charter school, CDS Code 19 75291 1996016 (the "Charter School"), which has been authorized by the San Gabriel Unified School District (the "District") since 1997.

WHEREAS, the current term of the charter petition authorized by the District to operate the Charter School expires on June 30, 2027.

WHEREAS, the Board of Directors (the "Board") of the Charter School has reviewed a draft of the proposed application for renewal of the charter petition (the "Renewal Petition").

WHEREAS, after consideration and discussion of the proposed Renewal Petition at a duly noticed regular meeting of the Board, the Board finds it in the best interest of the Charter School and in furtherance of its educational and charitable purposes to submit the Renewal Petition to the District as provided for in Education Code Sections 47607 and 47605.

NOW, THEREFORE, BE IT RESOLVED, that the Board does hereby find, resolve and order as follows:

Section 1. This Board approves and authorizes submission of the Renewal Petition to the District for the term of July 1, 2027 through and including June 30, 2032 in substantially the same form as presented to the Board.

Section 2. This Board hereby authorizes and directs the Charter School's Superintendent and legal counsel, acting alone or together, to take or cause to be taken all such other actions as may be required or reasonably necessary to carry out the intent and accomplish the purposes of the foregoing resolution including but not limited to negotiating with the District, and revising and finalizing the Renewal Petition on the Charter School's behalf.

Options for Youth San Gabriel

Charter Renewal Petition

Submitted to:

San Gabriel Unified School District

Request for 5 Year Term: 2027-2032

Submitted on:

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Exhibit N. Immunization Policy
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Program Overview and Achievements

Options For Youth – San Gabriel, Inc. ("OFY-San Gabriel" or "Charter School") is a secondary school that provides a comprehensive educational program to students seeking an alternative school setting. Our blended learning program provides independent study, small group instruction, online learning, and career and technical education all leading to students' attainment of a diploma, acceptance into college, or pursuit of a career. OFY-San Gabriel incorporates a strong social emotional learning component into its standards-based curriculum and ensures high levels of one-on-one student teacher interaction.

OFY-San Gabriel has been authorized to operate by the San Gabriel Unified School District ("District") since 1996 and was last reauthorized in 2021. OFY-San Gabriel is in its 30th year of operation and is accredited by the Western Association of Schools and Colleges ("WASC") and Cognia.

During the current charter term, OFY-San Gabriel has experienced may successes:

Organization

- Received WASC Accreditation through June 30, 2028
- Received accreditation from Cognia through 2028
- Served over 7.000 students in the current charter term between 2021-2027
- Added an internal Network Leadership team to better support school leaders and the overall charter

Academic Programs

- Expanded Dual Enrollment opportunities with the following colleges: Pathways College
- Offered a CTE Program in Cosmetology
- Utilized Renaissance Star Assessment to track student learning progression
- Utilized Math IXL to improve math skills based on RenStar Math results
- Added the Assistant Principal of Instructional Programs role to better improve teacher and support staff performance
- Hired a math Intervention Specialists to reduce achievement gap in math
- Added international experiential learning trips – Ireland, Italy, & Mexico
- Sponsored a year-round sports program for students including basketball, volleyball, soccer, and Virtual Yoga
- Offered an E-Sports program
- Hosted a "Shark Tank" entrepreneurial program, where students develop and present a product for
  a business plan
- Participated in a yearly Engineer Design Challenge
- Added EmpowerU, a social emotional development elective course

Curriculum and State Standards

- Launched Bright Thinker curriculum both paper based and online formats to diversify course offerings
- Launched the LYLA application to further support students using the Skyrocket paper based curriculum
- Expanded online course offerings through the Edmentum platform
- Offered remediation courses in ELA and Math for student intervention plans
- Continuously track testing data to identify learning gaps in student learning
- Offered participation in R.I.S.E, a college readiness program, to encourage students' post-secondary goals and planning
- Provided students with Advanced Placement opportunities, including Spanish AP

Professional Development

- Conducted training for all new incoming staff that exposes teachers to learning targets, mastery level learning, best practices and strategies in classroom
- Offered and administered variety of professional development opportunities for all staff throughout school year
- Offered Professional Learning Communities ("PLCs") for all instructional staff.
- Participated in an array of national conferences for leadership, instructional, and curriculum development

Student/Parent/Community Engagement

- Offered various opportunities for students to visit college campuses throughout the school year
- Offered all incoming students to take a study skills course in order to acclimate students to their new school
- Held Senior Awards for all graduating seniors who were recognized for their accomplishments throughout the school year
- Implemented "Link Crew", a mentor program for newly enrolled students to develop skills and best practices to transition to their new school setting
- Partnered with Pathways Travels to offer a variety of experiential learning trips to all students
- Invited families to Semesterly special recognition award celebration for all students including bilingual students
- Offered Bilingual Scholars Program, which supports and gives a positive identity to our English Learners
  and their families through engagement opportunities such as diversity potlucks and "Story Time" discussions
- Hosted Career Chats to bring awareness to a diverse range of career fields for students and families
- Conducted Cash for College, a financial aid workshop opportunity, for parents and students in multiple languages
- Facilitated student led parent conferences to update families on academic progress

- Conducted LCAP Survey Nights for families to gather parent feedback, set overall vision for student growth, and to establish school goals
- Offered Back to School Nights/Open House evens for the community and student families to visit the Charter School
- Hosted yearly Senior Signing Events for families of students accepted into post-secondary education
- Integrated a comprehensive wrap around service initiative ensuring all practical obstacles are removed,
  allowing students to accomplish their goals, such as providing transportation, and a school lunch program
- Offered monthly teacher led wellness student activities to promote mental health awareness
- Offered annual bookfair to promote literacy outside of the classroom
- Post Secondary Counselors hosted annual FAFSA Night for students and parents to receive support with application
- Partnered with the City of San Gabriel to offer students the ability to participate in community service opportunities
- Used various methods of communications and calendars to keep parents, guardians, and students informed about upcoming events, updates, and reminders.
- Held an end-of-semester Achievement chats with parents, guardians, students, and other staff members to close the current semester and plan for the upcoming semester.

Affirmations and Assurances

OFY-San Gabriel hereby certifies that the information submitted in this charter renewal petition submitted to the District is true to the best of the Charter School's knowledge and belief. OFY-San Gabriel follows any and all federal, state, and local laws and regulations that apply to the operation of a charter school including but not limited to the following:

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

2. OFY-San Gabriel shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. [Ref. Education Code Section 47605(c)(6)]

3. OFY-San Gabriel shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

4. OFY-San Gabriel shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

5. OFY-San Gabriel shall admit all students who wish to attend the Charter School. Except as required by Education Code Section 47605(e)(2), admission to OFY-San Gabriel shall not be determined according to the place of residence of the student, or of that student's parent or legal guardian, within the State. If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing pupils of the Charter school, shall be determined by a public random drawing. Preference shall be extended as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of OFY-San Gabriel in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Sections 47605(e)(1) and 47605(e)(2)]

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

7. If a pupil is expelled or leaves OFY-San Gabriel without graduating or completing the school year for any reason, OFY-San Gabriel shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades. [Ref. Education Code Section 47605(e)(3)]

8. OFY-San Gabriel shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)]

9. OFY-San Gabriel shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]

10. OFY-San Gabriel shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which students can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. [Ref. Education Code Section 47605(e)(4)(C)]

11. OFY-San Gabriel shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required.

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

13. OFY-San Gabriel shall adhere to all applicable provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

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

15. OFY-San Gabriel shall ensure that teachers in OFY-San Gabriel hold a Commission on Teacher Credentialing certificate, permit, or other document required under Education Code Section 47605(l) or other applicable law, as amended from time to time. These documents shall be maintained on file at the Charter School and will be subject to periodic inspection by the District. [Ref. Education Code Section 47605(l)]

16. OFY-San Gabriel shall at all times maintain all necessary and appropriate insurance coverage.

17. OFY-San Gabriel shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) as it applies to independent study charter schools.

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

19. OFY-San Gabriel shall, on a regular basis, consult with its parents, legal guardians and teachers regarding OFY-San Gabriel's educational programs. [Ref. Education Code Section 47605(d)(2)]

20. OFY-San Gabriel shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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

22. OFY-San Gabriel shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as re-authorized and amended by the Every Student Succeeds Act ("ESSA").

23. OFY-San Gabriel shall comply with Education Code Section 47604.1, as added by Senate Bill 126 (2019), and be subject to the Ralph M. Brown Act, the California Public Records Act, the Political Reform Act, and Government Code Section 1090 *et. seq.*, as they may be amended from time to time.

24. OFY-San Gabriel shall comply with the Family Educational Rights and Privacy Act.

25. OFY-San Gabriel shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

26. OFY-San Gabriel shall comply with federal, state, and District mandates regarding English Learner ("EL") education and re-designation of EL students and meet all requirements of federal and state laws regarding equal access to the curriculum for English Learners.

Charter Renewal Criteria: [MW1]Evidence and Analysis

Governing Law: *Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. Education Code Section 47607(b).*

Governing Law: *Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternative methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The charter authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The charter authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils. Education Code Section 47607(c)(7).*

A. Best Interest of Pupils

Students come to the Charter School for many reasons. Some of the most common reasons that students attend our school are credit deficiency, high levels of transiency, and being retained more than once in kindergarten through 8th grade. OFY-San Gabriel has been successful in meeting the needs of these students. This is supported by the following results:

INSERT DATA

B. Dashboard Alternative School Status

The California School Dashboard ("Dashboard"), contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. However, because these state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education ("SBE") and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high risk students. As a result, the SBE directed the California Department of Education ("CDE") to explore the development of modified methods for indicators on the Dashboard to fairly evaluate and support alternative schools and their progress. In May 2017, the SBE approved the recommended participation process for the Dashboard Alternative School Status program. The DASS program replaces the previously administered Alternative Schools Accountability Model ("ASAM") and holds alternative schools and schools of choice accountable for modified methods of measurement for accountability indicators.

Alternative schools participating in the DASS program are identified through one of two methods:

- Defined Alternative Schools – The school has a school type identified in Education Code Section 52052(d) which automatically qualifies them with an alternative status.
- Other Alternative Schools – Schools that serve high-risk students but are not explicitly required to do so in the Education Code. These schools must have an unduplicated count of at least 70

percent of the school's total enrollment comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

A) Expelled (Education Code Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (Education Code Section 48917)
B) Suspended *(Education Code Section 48925[d])* more than 10 days in a school year
C) Wards of the Court (Welfare and Institution Code ["WIC"] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
D) Pregnant and/or Parenting
E) Recovered Dropouts – SBE defines recovered dropouts based on Education Code Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System ("CALPADS"), or (2) left school and were not enrolled in a school for a period of 180 days
F) Habitually Truant (Education Code Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (Education Code Section 48263)
G) Retained more than once in kindergarten through grade eight
H) Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
I) Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
J) Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
K) Foster Youth (Education Code Section 42238.01[b])
L) Homeless Youth

OFY-San Gabriel established its initial eligibility to participate in the DASS program in the fall of 2017 and has maintained DASS eligibility since then.

OFY-San Gabriel is eligible for alternative methods for calculating the state and local indicators pursuant to Education Code Section 52064.5(d) and OFY-San Gabriel's performance on alternative metrics applicable to the Charter School based on the population served must be considered by the District in determining whether the charter will be renewed.
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C. DASS Alternative Metrics for Renewal

OFY-San Gabriel and the District mutually agree~~s~~ upon a set of alternative metrics to evaluate school performance.

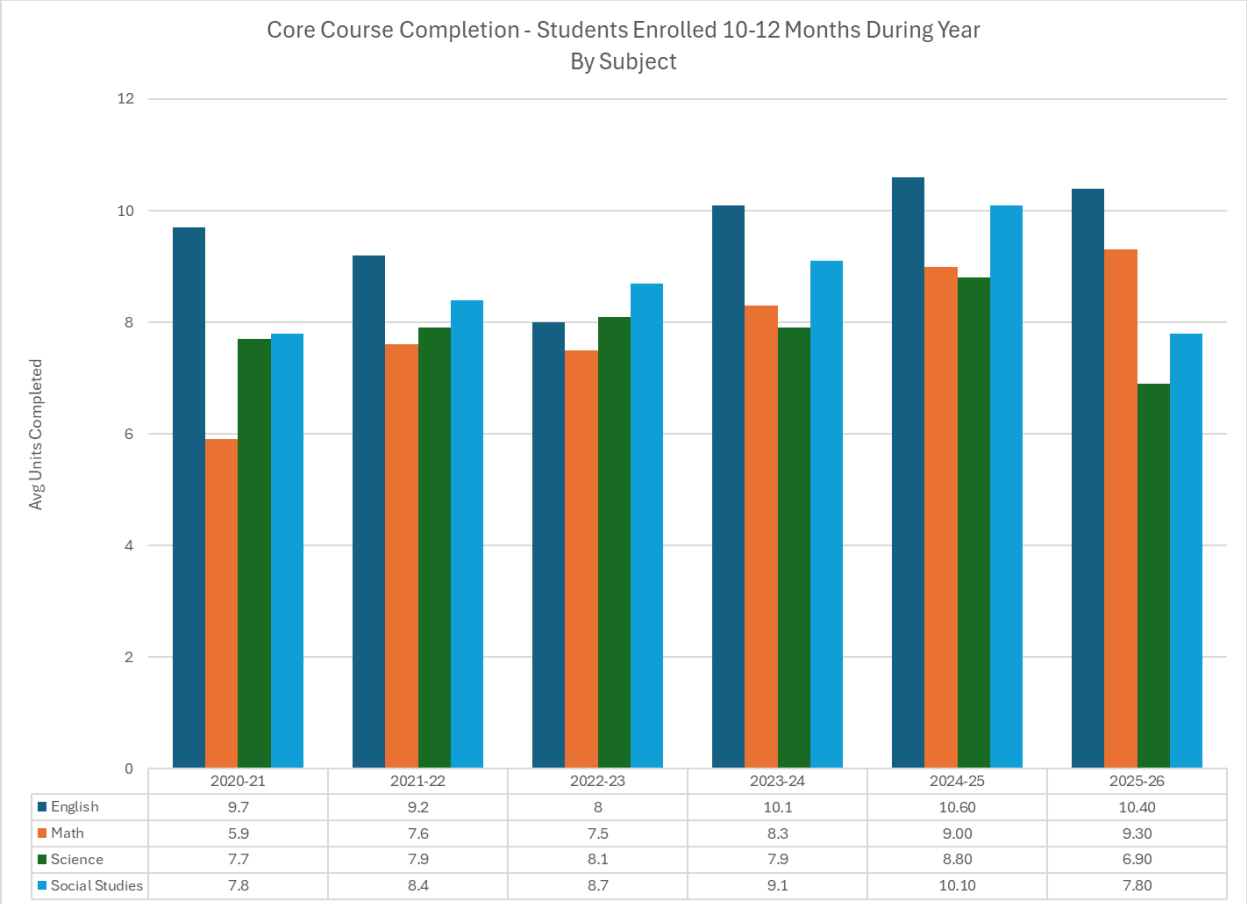
1. *A-G Planning Guide Completion*

A-G completion measures the percentage of 12th graders who graduate completing an A-G Planning Guide - meaning their completed coursework meets UC/CSU admission requirements.

INSERT CHART AND NARRATIVE

2. *Annual Core Course Completion*

Core Course completion measures the average number of core course units completed by length of enrollment.



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
English	9.7	9.2	8	10.1	10.60	10.40
Math	5.9	7.6	7.5	8.3	9.00	9.30
Science	7.7	7.9	8.1	7.9	8.80	6.90
Social Studies	7.8	8.4	8.7	9.1	10.10	7.80

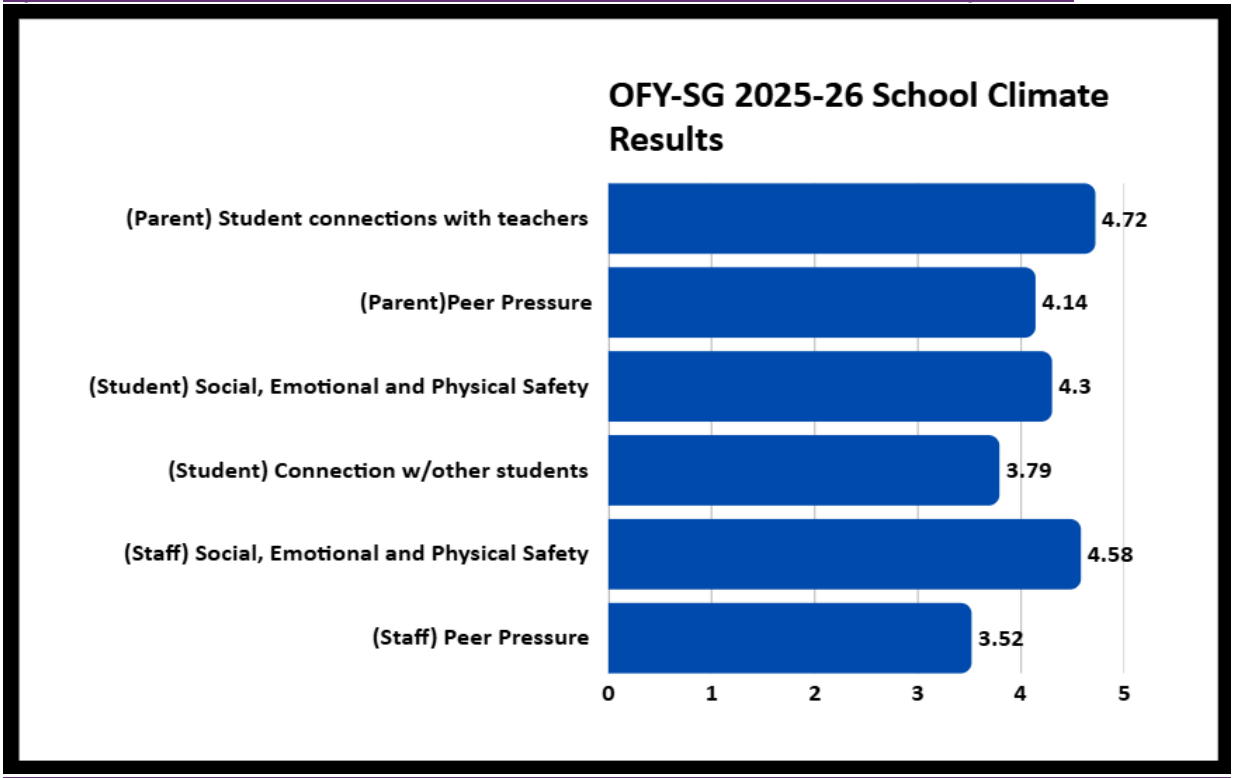
3. *Career/Workforce Preparedness*

Career/Workforce Preparedness measures how well the school is preparing students for success after high school graduation. It specifically tracks the percentage of students who meet at least one workforce or college readiness measure by graduation for the one-year graduation cohort of students.

INSERT CHART AND NARRATIVE

4. *Altitude School Climate Survey*

Options for Youth School- San Gabriel 2025-2026 Altitude School Climate Survey Results



The OFY San Gabriel Altitude School Climate Survey is administered to students, parents/guardians, and staff to better understand perceptions related to school safety, connectedness, engagement, inclusion, and overall school climate. The survey uses a 1–5 rating scale, where 1 reflects significant concerns and 5 reflects excellence. Scores between 4.0–5.0 indicate strong to highly positive perceptions, while scores below 4.0 identify areas where additional support and improvement strategies may be needed. The survey results provide valuable insight into areas of strength and opportunities for continued growth across the school community.

Parents survey results identified Student Connections with Teachers as the school's greatest strength, with a score of 4.72. Families reported that teachers consistently support, encourage, and build meaningful relationships with students, reinforcing strong trust between home and school. Parents also rated school safety, inclusion, and family engagement very positively, indicating confidence in the school's supportive culture.

Students rated Social Emotional and Physical Safety as their highest area at 4.30, suggesting that students generally feel safe, respected, and emotionally supported while attending OFY San Gabriel. Students also reported strong relationships with teachers and positive perceptions of the school environment overall.

Staff similarly identified Social Emotional and Physical Safety as the school's strongest area, with a score of 4.58. Staff responses reflected confidence that students are emotionally and physically supported and

that the school maintains a positive and caring culture. Staff also reported high levels of professionalism, collaboration, and confidence in school leadership.

While the overall results were highly positive, the survey also identified opportunities for continued growth. Parents rated Peer Pressure (Social Media Focus) as their lowest area at 4.14, indicating a need to continue supporting students in navigating social media pressures and online influences. Students identified Student Connections with Students as the lowest-rated area at 3.79, suggesting opportunities to strengthen peer relationships, collaboration, and student connectedness. Staff also identified Peer Pressure (Social Media Focus) as the lowest-rated area at 3.52, highlighting continued concerns regarding the impact of social media and peer influence on students.

To address these growth areas, OFY San Gabriel can continue expanding opportunities for positive peer interaction through extracurricular activities, student groups, experiential learning opportunities, and collaborative learning experiences. The school can also continue supporting students' social-emotional well-being through frequent teacher-student check-ins, counseling support, and ongoing conversations related to healthy social media use and peer pressure management. Maintaining strong teacher-student relationships and consistent family communication will further strengthen the school's positive climate and connectedness for all stakeholders.

INSERT CHART AND NARRATIVE

~~4.~~5. *Student Progression*

Student Progression measures the percentage of attendance and course work that students turn in on a monthly basis. This metric helps the Charter School determine whether students are completing enough coursework to move at the same or advanced pace – and in order to reach age-related grade levels – as a traditional program. It is also an indicator of student progress toward graduation.

INSERT CHART AND NARRATIVE

~~5.~~6. *Renaissance Star Benchmark Assessment – Reading and Math*

The Charter School analyzes many data points provided by Renaissance Star Assessments for benchmark testing of students throughout the year. The Grade Level Equivalence (GLE), Lexile, Quantile, and Student Growth Percentile (SGP) are all based on the Scaled Score and Scaled Score growth seen test by test throughout the school year. The Charter School has placed a focus on GLE growth, with an aim for students to average gains of at least a year's worth of growth each school year.

INSERT CHART AND NARRATIVE

D. Analysis of State Testing Data

OFY-San Gabriel continues to strive for gains in academic performance. OFY-San Gabriel sets yearly goals to increase the number of students who meet or exceed standards in state testing. In the charts and tables below, you will find California Assessment of Student Performance and Progress (CAASPP) SBAC results for the current charter term. OFY-San Gabriel is compared to similar DASS schools that are located

within the District's boundaries where OFY-San Gabriel's resource center is located, as well as the state and District's results in ELA and math.

INSERT CHARTS AND NARRATIVE

As shown above, OFY-San Gabriel more than meets the legal standard for a five-year charter renewal under Education Code Section 47607(c)(7).

Element 1: Description of Educational Program

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

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

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

A. Educational Philosophy

The Options for Youth network of charter schools ("OFY") is a catalyst for quality educational options that demystify the path to success. Our educational philosophy is based on the belief that all students, regardless of past academic performance or personal obstacles, are capable of graduating from high school with skills necessary to succeed in post-secondary education or the job market. We create access to excellence by giving our students resources and empowering them to achieve their dreams and reach their full potential. We believe every student deserves a teacher who believes in them and an educational program that supports their individual academic and non-academic needs. OFY operates on the premise that students learn best when they feel safe in their learning environment and supported by teachers who have a genuine commitment to their individual academic and personal success. We recognize that our society will only thrive if every member of every generation is afforded the opportunity to earn a quality education prepared for the college or career of their choice. We believe an educated person in the 21st century is a self-motivated, competent, and lifelong learner who possesses the academic and life skills necessary to contribute meaningfully to society. We believe our innovative approach to providing systems and multiple levels of support propel our students towards greatness.

B. Mission and Vision

Mission: Our schools create 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.

Vision: OFY-San Gabriel is committed to a culture of teamwork, collaboration, and performance excellence while enhancing all students in the areas of character development and academic achievement. The Charter School's stakeholders believe that our 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 specific needs

C. Students Served

OFY-San Gabriel is open to all students that reside within Los Angeles County and any of its contiguous counties. OFY-San Gabriel serves students in grades 7-12. In accordance with state law, OFY-San Gabriel cannot enroll new students who are 20 years of age, however, the Charter School will continue to serve students 20 years of age or older who have been continuously enrolled in the program since the age of 19 and making satisfactory progress. OFY-San Gabriel's primary student demographic will be at promise students, including students who have dropped out, are at risk of dropping out, or have struggled in traditional and district schools for various reasons. These students may include, but are not limited to:

- Pregnant or parenting teens
- Students that would benefit from one-on-one support from teachers for academic support, credit recovery, and or skill intervention
- Students that need flexibility in their schedule to deal with a familial crisis or health issues
- Individuals in the juvenile justice system
- Foster care students
- Homeless students
- Transient students
- Migrant students
- Skills deficient students
- Students whose primary language is other than English
- Chronically absent students
- Students with behavioral problems
- Students that are looking to accelerate their learning at their own pace
- Students that are bullied
- Students that have been expelled
- Students with an Individualized Educational Plan or Section 504 plan that may benefit from a nonconventional setting

OFY-San Gabriel meets the needs of the students of the local community by:

- Identifying students who are disconnected or out of school
- Lowering the achievement gap for these at-promise and underserved students
- Increasing high school graduation rates by re-engaging the target population

OFY-San Gabriel works with the District to offer a practical, proven educational option to high-risk youth who are not successful in the traditional school setting. We serve at-promise students through a flexible blended learning model with a strong social emotional curriculum and high levels of one-on-one student-teacher interaction. Our well-qualified teachers provide students with rigorous differentiated instruction, early academic intervention and 240 instructional days, thereby maximizing students' potential for academic and career success.

Student Demographics

Total Enrollment	202116-2217	202217-2318	202318-2149	202419-250	20250-261
	3621,039	2,069341	226689	244627	221547

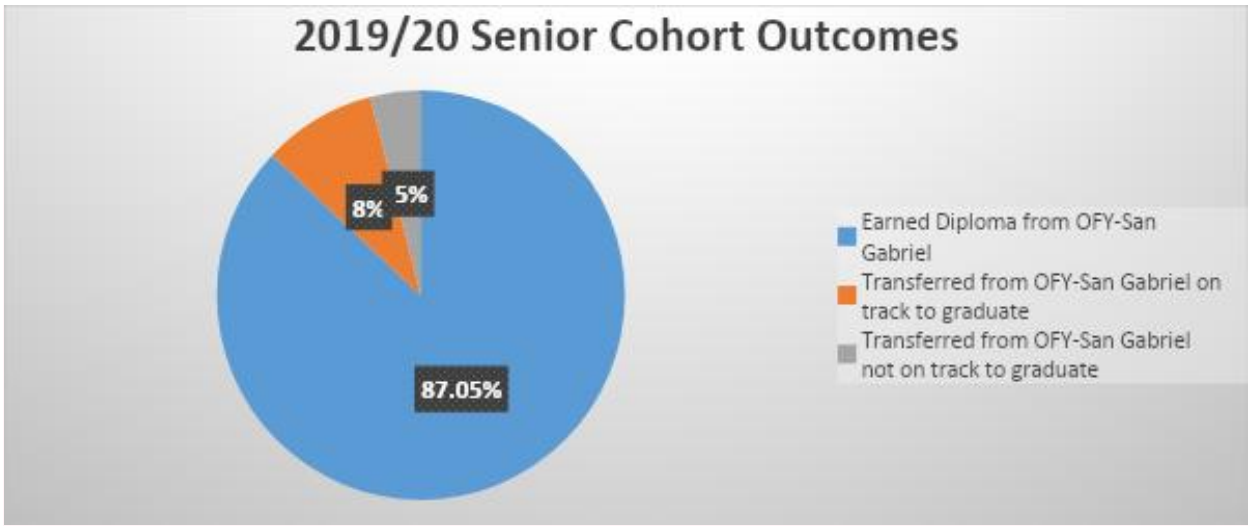
Please note this enrollment data was pulled from the California Department of Education (CDE) website under Dataquest enrollment report. Due to OFY-San Gabriel's continuous enrollment policy, the total enrollment data may fluctuate throughout the SY. A decrease of enrollment from 2017/18 SY to 2019/20 SY was due to the closure of several learning centers.

202519-260 Comparison of Total Students	OFY-San Gabriel	San Gabriel Unified School District	Los Angeles County (All Districts)
Total Enrollment	221627	4,5545,574	1,242,816 1,436,522
Hispanic/Latino	154378	1,7892,280	940,398801,616
American Indian or Alaska Native	1	47	2,8352,485
Asian	315	2,2042,542	111,841103,153
Pacific Islander	1	3913	4,1352,485
Filipino	12	113105	31,15626,099
African American	5632	3663	103,20583,268
White	38119	154296	196,504157,833
Two or More Races	731	137136	37,16243,498
Not Reported	948	91132	9,28621,1279

2019-20 Comparison Total & % Students[MW3]		OFY-San Gabriel	San Gabriel Unified School District (Non-Charter Enrollment)	Los Angeles County (Non-Charter Enrollment)
Special Education	#	97	458	148,336
	%	15%	8%	10%
Socioeconomically Disadvantaged	#	458	2,860	857,370
	%	73%	51%	60%
English Learners	#	38	1,059	227,955
	%	6%	19%	16%

202519-260 Enrollments by Grade OFY-San Gabriel

Grade Level	Student Count	Percentage of Total
7	1422	6.33.5%
8	2844	12.27%
9	50149	22.623.8%
10	42152	1924.2%
11	44125	20.419.9%
12	43135	1921.5%
Total Enrollment	627	100%



As a school that serves students who are over-age and credit deficient, the four-year cohort graduation rate can be a difficult metric to measure success due to the highly mobile nature of our student population. Therefore, OFY-San Gabriel calculates a one-year cohort graduation rate as reported in our LCAP. This has and will continue to guide the efforts of our school staff in working with students to quickly master material, complete coursework, and make progress toward graduation, whether that be from our program or from their school of origin. OFY-San Gabriel's one-year graduation rate for 2019-2020 was 87.05%[MW4]. [MW5]

1. Community Need for Charter

OFY-San Gabriel's educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not been met with solutions in a traditional high school environment. OFY-San Gabriel serves a population of students that have unique academic and non-academic needs. The Charter School meets the needs of the students in the local community by:

1) Identifying students who are disconnected, at-promise, or in need of additional supports
2) Addressing skill gaps with personalized, one-on-one academic support, and targeted small group instruction.
3) Providing opportunities for re-engagement through afterschool sports activities, experiential learning trips, and extracurricular activities
4) Reinforcing academic and personal growth, ultimately leading to increased District graduation rates

OFY-San Gabriel's student population includes students that are single parents without child care, students who are struggling with social issues (such as bullying), individuals in the juvenile justice system, students with chronic absenteeism, foster care students, homeless students, students with behavioral problems, and students that have been expelled. The school's population also includes students that need a flexible school schedule, hope to graduate early and/or thrive in a small learning environment. OFY-San Gabriel's priority of building one-on-one relationships with every student is paramount in facilitating student success that leads to greater self-confidence.

2025-2026 OFY-San Gabriel's Student Population	
Credit Deficient	
High Level of Transiency	
Suspended	
Homeless Youth	
Habitually Truant	
Expelled	
Pregnant and/or Parenting	
Wards of the Court	
Recovered Dropouts	
Foster Youth	
Gap in Enrollment	
Retained more than once	[MW6]

2019-20 OFY-San Gabriel's Student Population	
Credit Deficient	46.17%
High Level of Transiency	13.04%
Suspended	1.65%
Homeless Youth	1.2%
Habitually Truant	5.10%
Expelled	0%
Pregnant and/or Parenting	0.90%
Wards of the Court	0.15%
Recovered Dropouts	1.50%
Foster Youth	0.15%
Gap in Enrollment	0%
Retained more than once	0.45%[MW7]

OFY-San Gabriel is committed to ensuring a highly personalized learning environment where all students can succeed. OFY-San Gabriel's students are faced with less viable educational alternatives if the Charter School does not serve them.

D. Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), the Charter School has set annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Basic Services: Quality Teachers, Curriculum, and Facilities
2. Implementation of all State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate

7. Course Access
8. Student Outcomes[M[8]

The Charter School has used multiple forms of data collected to assess progress toward the goals outlined herein. Pursuant to Education Code Section 47606.5, the Charter School produces a Local Control and Accountability Plan ("LCAP"), which updates the goals and annual actions to achieve the goals identified herein below regarding the State Priorities, using the LCAP template adopted by the State Board of Education. OFY-San Gabriel submits the LCAP to the District annually on or before July 1st, as required by Education Code Section 47604.33. OFY-San Gabriel complies with all elements of the LCAP, including the adoption of any templates required by the State Board of Education.

OFY-San Gabriel's LCAP goals are updated annually to reflect the changing needs of the students. The LCAP goals are shared with the District for review, address all eight state priorities, and offer a detailed plan for how we can reach our goals. An example breakdown on how OFY-San Gabriel will meet these goals is provided in the tables below -and a detailed breakdown on how OFY-San Gabriel met these goals is included in **Exhibit A**: **Local Control and Accountability Plan**.

LCAP Goal 1

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. **State Priorities Addressed:** 2, 4, 5 & 8			
Actions to Achieve Goal	#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.

	#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.
	#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.
	#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.
	#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.
	#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 post-secondary 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.

LCAP Goal 2

Goal 2: The Charter School 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. **State Priorities Addressed:** 2, 4, 5, 7 & 8			
Actions to Achieve Goal	#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.
	#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.
	#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.
	#4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	This initiative is designed to broadly support students' transition to postsecondary 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
	#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 postsecondary 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.

LCAP Goal 3

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. **State Priorities Addressed:** 1, 3, 5 & 6			
Actions to Achieve Goal	#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.
	#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.
	#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.

~~**LCAP Goal 1**~~

~~**Goal 1**~~	~~**Related State and/or Local Priorities**~~
~~Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.~~	~~2, 4, 5, 8~~
~~**Expected Annual Measurable Outcomes**~~	
~~On average student digital attendance will be maintained at or above 90% overall~~	
~~80% of our foster youth who have been enrolled for at least 30 days will meet with their Post-Secondary Counselor once a semester to ensure they are receiving resources inside and outside the center.~~	
~~English Learners will be offered additional designated and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.~~	
~~The Charter School's drop-out rates will be maintained or below 5% for Middle School~~	

The Charter School's drop-out rates will be maintained or below 5% for High School
The Charter School will pilot a new designated EL curriculum, iLIT by Pearson, tailored to improve EL student learning
For all students, student progression will be maintained at or exceed 83.5% overall
The Charter School aims to maintain its suspension rates at or below 1.5%
English Learners will be offered interventions such as Achieve 3000 and Accelerated Math to help aid the mastery of course materials.

LCAP Goal 2

Goal 2	**Related State and/or Local Priorities**
Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.	3, 5, 6, 8
Expected Annual Measurable Outcomes	
At least 40% of students enrolled 30 days or longer will participate in extracurricular activities or complete a course designed to develop their social emotional skills.	
The Charter School aims to increase its graduation rate at or above 67%	
The Charter School will hold at least one senior specific event.	
The Charter School will hold an Engineering and design Challenge	
The Charter School will hold at least 3 family engagement events	
Field trips exploring post-secondary opportunities will be offered	
The Charter School will host a college and career fair	

LCAP Goal 3

Goal 3	**Related State and/or Local Priorities**
Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses.	2, 4,7, 8
Expected Annual Measurable Outcomes	
The average distance of student scores from "standard met" on the 2020 ELA and Math SBAC will be at the "Maintained" level of changed or increased.	
Access to individualized, rigorous curriculum will be increased by contracting out to develop, revise, adopt, adapt, and/or create curriculum.	
Teachers will be equipped to provide individualized, standards-aligned instruction through Professional Development opportunities	
Students will be offered additional specialized support and instruction to aid in their progression and completion of core courses.	
The Charter School will track and analyze Renaissance Star Assessments TAR scale scores and a baseline will be established.	
On average students will complete a minimum of 4 English credits per core subject year.	
On average students will complete a minimum of 4 Math credits per core subject year.	
On average students will complete a minimum of 5 Science credits per core subject year.	
On average students will complete a minimum of 5 Social Studies credits per core subject year.	
Charter School aims to increase overall Lexile growth for English learners through specialized instruction and intervention	

E. [MW9][RM10]Academic Calendar and Students Schedule

The average daily attendance ("ADA") guidelines to which OFY-San Gabriel adheres are defined in Title 5 California Code of Regulations Section 11960, which states that attendance in charter schools occurs when "charter school pupils [are] engaged in educational activities required of them by their charter schools on

days when school is actually taught in their charter schools." Attendance is verified by teachers and is based on work product completion.

OFY-San Gabriel's resource center is open from 8am-4pm Monday through Friday, and may stay open in the evening and on weekends, depending on student need. The school site is open year-round and will offer a minimum of 240 instructional days and offering at a minimum, the number of minutes of instruction set forth in Education Code Section 47612.5. Students attend appointments with their independent study[MW11] teacher at a minimum of twice per week to review course materials, receive academic support and intervention, complete written and verbal assessments, and collaborate in working towards academic goals. OFY-San Gabriel provides students with additional time at the resource center to gain academic support on content-specific instruction through tutoring, intervention specialists, and small group instruction. Students are expected to complete four to six hours of academic work per day, and submit assignments to their independent study teacher at each appointment. In addition, teachers hold students accountable for both attendance and assignment completion through student appointments, phone calls, written communication with parents, and where necessary, home visits.

1. *Sample Student and Teacher Schedules*

Provided below are two sample student schedules that illustrate how the program can be individualized to accommodate each student's needs. Students have the option to enroll in a variety of electives as well as other small group instruction courses which may not be listed in the sample schedules (e.g. science, social studies, visual arts, etc.).

Student One[MW12] is a 16-year-old, 10th grader who scored below grade level on the initial Renaissance Star math and English benchmark assessments and, as a result, has been assigned to both math and English small group instruction ("SGI") classes and tutoring. These courses are in addition to the one-on-one student/teacher appointments required of all students. Student One has some family responsibilities but does not hold a full-time job and is not parenting.

Monday	9:00-10:00 Appointment w/teacher	10:00-10:30 Tutoring (Math)	10:30-12:00 Math Small Group Instruction Class	3 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Tuesday	9:00-10:30 English Small Group Instruction Class	10:30-11:30 Math and ELA Intervention	*Could potentially have other appointments throughout the week such as meeting w/Post Secondary Counselor	3.5 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Wednesday	9:00-10:00 Appointment w/teacher	10:00-10:30 Tutoring (Math)	10:30-12:00 Math Small Group Instruction Class	3 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)

Thursday	9:00-10:30 English Small Group Instruction Class	10:30-11:30 Math and ELA Intervention		3.5 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Friday	*Student———may come in for additional time if needed	*Student may be involved in an extracurricular activity such as Sports or attending a field trip, which usually take place on Fridays		*Hours on independent academic work may vary depending on if student comes in for additional support 4-6 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)

Student Two is a 17-year-old in 11th grade who scored at grade level on the initial math and English Renaissance StarTAR benchmark assessments. Student Two is an English Learner that works to help support his family; however, conversations between the student and his parents, teacher, and employer have resulted in Student Two receiving additional language support to improve English proficiency. This support helps Student Two achieve his goal of high school graduation as well as engaging in effective communication in expressing his ideas and desires in real-world situations.

Monday	4-6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	
Tuesday	10:00-12:00: individualized appointment with teacher 1:00-3:00: one-on-one appointment with EL specialist to increase English proficiency (e.g. ELD standards based lessons for all domains, vocabulary development, reading strategies, and supplemental writing support)	2 hours of independent academic work (e.g. Student Activity Workbooks, online course, projects)
Wednesday	4- 6 hours of independent academic work (e.g. Student Activity Workbook, online class, or projects)	
Thursday	10:00-12:00: individualized appointment with teacher 1:00-3:00: one-on-one appointment with EL specialist to increase English proficiency (e.g. ELD standards based lessons for all domains, vocabulary	

	development, reading strategies, and supplemental writing support) Additional time with EL specialist will be scheduled as needed.	
Friday	9:00-11:00 English/math tutoring Independent academic work (as needed to complete assignments)	

Provided below are two sample schedules that illustrate how instructional staff interact with students to individualize and accommodate each student's needs.

Sample Independent Study Teacher Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-9:00: Teacher Prep	8:00-9:00: Teacher Prep	8:00-9:00: Teacher Prep	8:00-9:00: Teacher Prep	8:00-9:00: Teacher Prep	
9:00-12:00: Student appointments (60 minutes each)	9:00-12:00: Student appointments (60 minutes each)	9:00-12:00: Student appointments (60 minutes each)	9:00-12:00: Student appointments (60 minutes each)	9:00-12:00 Grading, parent communication and/or conferences, IEP meetings, Center Meetings, PLC's, Sports or Field Trips, and Resource Development	
12:00 – 1:00: Lunch	12:00 – 1:00: Lunch	12:00 – 1:00: Lunch	12:00 – 1:00: Lunch	12:00 – 1:00: Lunch	
1:00-3:00: Student appointments (60 minutes each)	1:00-3:00: Student appointments (60 minutes each)	1:00-3:00: Student appointments (60 minutes each)	1:00-3:00: Student appointments (60 minutes each)	1:00-4:00 Grading, parent communication and/or conferences, IEP meetings, Center Meetings,	

				PLC's, Sports or Field Trips, and Resource Development	
3:00-4:00: Parent calls, parent conferences, grading	3:00-4:00: Parent calls, parent conferences, grading	3:00-4:00: Parent calls, parent conferences, grading	3:00-4:00: Parent calls, parent conferences, grading	3:00-4:00: Parent calls, parent conferences, grading	

Sample Small Group Instruction Teacher Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 Lesson preparation and planning	8:00-9:00 Office hours for student tutoring and additional support	8:00-9:00 Lesson preparation and planning	8:00-9:00 Office hours for student tutoring and additional support	8:00-12:00: Office hours for student tutoring and additional support
9:00-10:30 English 9A SGI class	9:00-10:30 ERWC A SGI class	9:00-10:30 English 9A SGI class	9:00-10:30- ERWC A SGI class	
10:30-12:00 English 9B SGI Class	10:30-12:00 English 11A	10:30-12:00 English 9B SGI Class	10:30-12:00 English 11A	
12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch
1:00-2:30 English 11A SGI class	1:00-2:30 ELA Intervention Cohort	1:00-2:30 English 11A SGI class	1:00-2:30 ELA Intervention Cohort	1:00-4:00 Lesson preparation and planning, grading
2:30-4:00 - Teacher Prep, Parent calls, parent conferences, grading	2:30-4:00 Teacher Prep, Parent calls, parent conferences, grading	2:30-4:00 - Teacher Prep, Parent calls, parent conferences, grading	2:30-4:00 Teacher Prep, Parent calls, parent conferences, grading	

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 Lesson preparation and planning	8:00-10:00: English 10A SGI class	8:00-9:00 Lesson preparation and planning	8:00-10:00: English 10A SGI class	8:00-12:00: Office hours for student tutoring and additional support
9:00-10:30English 9A SGI class	9:00-10:30ERWC A SGI class	9:00-10:30English 9A SGI class	9:00-10:30ERWC A SGI class	
10:30-12:00 English 9B SGI Class	10:30-12:00 English 11A	10:30-12:00 English 9B SGI Class	10:30-12:00 English 11A	
12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch	12:00-1:00 Lunch
1:00-2:30 English 11A SGI class	1:00-2:30 ELA Intervention Cohort	1:00-2:30 English 11A SGI class	1:00-2:30 ELA Intervention Cohort	1:00-4:00 Lesson preparation and planning, grading
2:30-4:00 Parent calls, parent conferences, grading	2:30-4:00 Parent calls, parent conferences, grading	2:30-4:00 Parent calls, parent conferences, grading	2:30-4:00 Parent calls, parent conferences, grading	

F. Grade Level Classification, Promotion and Retention

OFY-San Gabriel will place every newly enrolled student in the appropriate grade level. This grade level will be determined by reviewing the student's most current grades, standardized test scores, and placement test results. Students without test scores or an achievement record will be placed at the appropriate grade level as indicated by the student's previous report cards, transcript records, or diagnostic tests administered by the Charter School. The grade level placement of any incoming student shall be at the sole discretion of the Charter School's leadership staff.

OFY- San Gabriel will never take into consideration non-academic factors (i.e., sports opportunities) into consideration when determining a 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. The retention of a student at a particular grade level will be solely based on whether the student has

successfully mastered the courses and concepts that OFY-San Gabriel has prescribed for that grade level. The grade level promotion or retention of any student enrolled with the Charter School shall be at the sole discretion of the Charter School's leadership staff.

1. *Middle School Students*

Middle school students 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 is 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. Credit deficiencies must be made up by taking additional courses in the summer or by taking additional work in high school, depending on individual circumstances. A middle school certificate of promotion is granted to each student who completes the basic program defined for grades 7 and 8, except in unusual circumstances warranting an adjustment of the individual's program.

Middle School Two-Year Content Requirements

Subject	Semesters
English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science	4 semesters
Physical Education	4 semesters

2. *High School Students*

Student transcripts are thoroughly reviewed to determine high school grade classification. All students are expected to attend high school for eight semesters. However, students who work at an accelerated pace and complete the necessary course credit requirements, may graduate early. Students are eligible to start earning credit for high school after meeting the core content requirements for grade 8. All eligible students must notify their teacher before they begin high school courses. Grade level classification is not based on age; rather, it is based on credits earned. Grade classification is reviewed annually.

High School Grade Level Classification

Classification*	Credits Earned
Grade 9 (Freshman)	0-59
Grade 10 (Sophomore)	60-119
Grade 11 (Junior)	120-1769
Grade 12 (Senior)	1870-210

G. Graduation Requirements and Transferability of High School Credit

OFY-San Gabriel students and parents will be informed about the transferability of courses to other public high schools and the eligibility of designated courses to meet UC/CSU A-G college admissions criteria during the enrollment meetings, and in the student handbook. This information is also shared throughout the students' enrollment during Achievement Chats, conferences and meetings with the Post Secondary Counselor. For parents with limited English, translators are available. Informational materials will be distributed in English and Spanish, and if needed, in other languages.

Many students participate in the credit enrichment program, catch up on credits, and return to their resident or neighborhood school. Based upon their academic and personal goals, students may transition into and out of OFY-San Gabriel over the course of their academic careers.

1. *WASC Accreditation*

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), advances and validates high-level continuous school improvement by supporting elementary, secondary, and postsecondary institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning. OFY-San Gabriel has received WASC accreditation through June 30, 2028. OFY-San Gabriel is also accredited through Cognia, a worldwide accreditation institution.

2. *Graduation Requirements*

Students who choose to graduate from OFY-San Gabriel are required to meet the graduation requirements listed in the table below:

Graduation Requirements

Subject	Number of Credits
English	40 Credits (All English Courses must use core material)
Mathematics	30 Credits (Equivalent to 1st year of Algebra must be completed)
History/Social Science	30 Credits (World History (10 credits); U.S. History (10 credits); American Government (5 Credits); Economics (5 Credits))
Physical Education	20 Credits
Science	20 Credits (Biological Science (10 Credits); Physical Science (10 Credits)
Foreign Language or Visual/Performing Arts	10 Credits
General Electives	70 Credits
Total Credits	210 Credits
Ethnic Studies	5 Credits required beginning with the class of 2029-30
Financial Literacy	5 Credits required beginning with the class of 2030-31
Community Service	10 hours to fulfill the service-learning requirement (This is to be completed in grades 9-12, and students must submit verified hours on a letterhead from an approved service agency).

3. *Alternative Graduation Pathway*

Notwithstanding the graduation requirements listed above, the Charter School recognizes that certain students are at risk of not completing high school due to extenuating circumstances and face unique challenges in meeting local graduation requirements, which were adopted by the Charter School in addition and supplemental to the state minimum graduation requirements, while maintaining their educational progress. To address this concern, the Charter School has adopted a policy establishing

eligibility criteria and guidelines for exemptions from the Charter School's locally adopted graduation requirements through participation in an alternative graduation pathway to ensure equitable access to graduation while maintaining compliance with state graduation requirements. (Please see **Exhibit G: Alternative Graduation Pathway Policy**) Students receiving a high school diploma under the Charter School's alternative graduation pathway will be required to complete at a minimum, the state minimum high school graduation course requirements as specified in Education Code Section 51225.3.

OFY-San Gabriel understands that graduation requirements may change over time. OFY-San Gabriel's students will complete all graduation requirements of the current school year per District or State requirements.

4. *College Preparatory Plan/A-G Plan*

OFY-San Gabriel's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation.

OFY-San Gabriel offers its students a college preparatory plan that leads to enrollment in a four-year college or university or enrollment into a community college with ability to transfer to a four-year institution. In addition to the minimum graduation requirements, college preparatory students complete the following:

- a total of 30 to 40 credits of mathematics (Algebra I or higher)
- 40 credits of English core course material
- a total of 30 [M[13]to 40 credits of college preparatory lab science
- a total of 20 to 40 credits of college preparatory foreign language

A-G Subject Requirements

(a) History/Social Science *2 years 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.
(b) English *4 years required*	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.
(c) Mathematics *3 years required*	Includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
(d) Laboratory Science *2 years required*	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics.
(e) Foreign Language *2 years required*	Two years of the same language other than English.
(f) Visual/Performing Arts *1 year required*	A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.
(g) College Prep Electives *1 year required*	One year (two semesters), in addition to those required in 'a-f' above, chosen from all subject areas.

OFY-San Gabriel offers a diverse array of courses that meet UC/CSU A-G admission requirements. In addition, students at OFY-San Gabriel are able to enroll in Advanced Placement ("AP") courses. A list of A-G courses that OFY-San Gabriel offers is provided in **Exhibit B: Student Handbook**. Finally, OFY-San Gabriel pursues partnerships with local community colleges. The partnerships enable OFY-San Gabriel to offer concurrent/dual enrollment courses to its students.

H. What It Means to be an Educated Person in the 21st Century

OFY-San Gabriel supports each student's academic needs, as well as their social and emotional needs which enables students to achieve the goal of becoming "self-motivated, competent, and lifelong learners." We know that an educated student thinks critically, poses questions, applies his/her knowledge to the world around them and is intrinsically motivated. We recognize the trend that at-promise students tend to experience school problems, social difficulties, and mental health issues at higher rates than non-high-risk students, and often require increasing frequencies of specialized attention in order to progress. OFY-San Gabriel's individualized approach to educating students is predicated on the recognition that students who are choosing OFY-San Gabriel may come to school with various academic, social, and emotional issues that impede academic progress.

OFY-San Gabriel provides an alternative educational option for students who are disconnected from school or have experienced a great amount of academic failure and often have skill gaps due to academic and non-academic issues. OFY-San Gabriel supports each student's individual academic needs, as well as their social and emotional needs, which research has shown to be equally important in making academic strides and high school graduation a real possibility.

OFY-San Gabriel believes that an educated person in the 21st century is a lifelong learner who possesses the following academic skills necessary to contribute meaningfully to society:

- Read and analyze grade-level text
- Communicate with different audiences using oral and written language
- Use math to solve everyday problems
- Understand the scientific method, and how science impacts daily life
- Demonstrates digital fluency across multiple technical platforms

An educated person in the 21st century exemplifies the following non-academic skills and qualities:

- Takes the initiative and is self-directed
- Adapts to and is flexible toward new situations
- Shows leadership and takes responsibility
- Is productive and accountable for work products
- Civic competence and professional skills
- Digital and technical fluency skills

I. How Learning Best Occurs

1. Educational Program

OFY-San Gabriel provides an alternative educational option for students who are disconnected from school or have experienced a great amount of academic failure and often have skill gaps due to academic and non-academic issues. OFY-San Gabriel supports each student's individual academic needs, as well as their social and emotional needs, which research has shown to be equally important in making academic strides and high school graduation a real possibility. OFY-San Gabriel provides an education that increases our students' options upon graduating for either post-secondary learning or entering the professional market, thus positively impacting the community.

OFY-San Gabriel believes that learning is most effective when an educational program is designed to meet the unique academic needs, goals, and circumstances of each student. In alignment with this philosophy,

OFY-San Gabriel provides personalized instruction guided by each student's Individualized Learning Plan ("ILP").

Upon enrollment, the student, parent/guardian, teacher, and or Post-Secondary Counselor collaboratively develop an ILP that serves as a dynamic framework for supporting academic progress, graduation planning, and postsecondary readiness. While the ILP was historically documented as a single tangible form, OFY-San Gabriel now utilizes a suite of integrated digital tools within its student information system, StudentTrac, to develop, monitor, and communicate student progress in alignment with the ILP.

Teachers use multiple StudentTrac-based resources—including, but not limited to, graduation estimators, student progress reports, course completion data, and academic milestone tracking—to document progress toward ILP goals. These tools allow the ILP to remain a living plan that is regularly reviewed, updated, and discussed with students and parents/guardians as students work toward graduation and postsecondary outcomes.

Through this approach, OFY-San Gabriel ensures that each student's ILP remains individualized, transparent, and responsive to student progress, while leveraging technology to provide timely and accurate information to all stakeholders.
~~https://drive.google.com/open?id=17o0NEQ3-WFZBig4SmGSbGRZqzOFUDhlq~~

We believe students learn best when:

- Students are highly involved in the development and progress monitoring of the ILP in order to take ownership of the academic program, current efforts, and future plans
- Authentic relationships with caring and supportive teachers and staff are established to provide inspiration, purpose, and security
- Teachers provide individualized attention and guidance as well as inspire students to achieve their goals
- Students engage in activities that build and nurture community relationships within and beyond their communities
- Educational program and its resources are premised on the immediate identification of and response to individual learning needs
- Provided with academic rigor and critical resources necessary to ensure success
- System of supports (i.e. reading and math interventionists) is in place to help students master the foundational skills and prepare them for grade level courses

Instruction at OFY-San Gabriel is delivered via three different instructional methods that enable students to take classes in a way that best facilitates their mastery of academic standards. These options are Small Group Instruction ("SGI"), Independent Study ("IS"), and Online Learning ("OL"). Teachers collaborate with each student on course selection, and students enroll in courses that align with their individual learning style.

Our students demonstrate success by completing courses and earning credits toward graduation. They are motivated by watching their credits accumulate and monitoring their learning goals on the ILPs as they are achieved. They develop more confidence in their ability to succeed academically and continue to move forward to reach their goal of high school graduation and acceptance into a college or career of their choice. They become re-engaged in their education, and their new-found confidence inspires them, their teachers, and their classmates. Students become more active in the school community, perform better academically and graduate determined to achieve their goals.

OFY-San Gabriel embraces the foundational research-based elements included in the school model for the academic program as indicators of projected program success with our student population. Our OFY-San Gabriel educational program is reflective of the work of Henry Levin of Teachers College of Columbia University, Clive Belfield of City University of New York, Peter Muennig of Columbia University, and Cecilia Rouse of Princeton University. In their study, "The Costs and Benefits of Excellent Education for all America's Children," Belfield, Levin, Muennig, and Rouse identified seven key indicators of high-quality schools that address the needs of high-risk student populations. This model addresses the needs of OFY-San Gabriel's population because it allows students to access instruction on a more individualized level and keeps students from getting lost in a large impersonal environment found in many traditional high school settings. OFY-San Gabriel implements all seven key indicators in addition to other programmatic aspects to address the needs of our student population as follows:

1. **Small School Size:** OFY-San Gabriel's small school size allows for greater and more frequent interaction between administrators, teachers, staff, students, and parents or guardians. Also, OFY-San Gabriel's SGI enrollment is limited to between 15-20 students and each Independent Study teacher works with a maximum of six to eight students during each instructional hour.
2. **High Level of Personalization:** OFY-San Gabriel has two key methods of providing highly personalized instruction to each student. The first method of personalization is the small school and class sizes. Due to the small student body, administrators and teachers gain a deep understanding of each student's abilities, academic goals, and needs. OFY-San Gabriel also utilizes its Student Information System, StudentTrac, and its integrated functions to support and document each student's Individualized Learning Plan (ILP). Teachers use StudentTrac data to regularly inform students and parents/guardians of overall academic progress, progress toward established academic goals, and advancement toward graduation requirements. ILP meetings are conducted to review student progress, discuss academic performance, and identify any personal, academic, or situational barriers that may impact learning. These meetings also provide an opportunity to identify appropriate supports, interventions, and adjustments to the ILP, enabling teachers to develop a deeper understanding of each student's individual strengths, challenges, goals, and support needs.
3. **High Academic Expectations:** The administrators, teachers, and staff at OFY-San Gabriel demonstrate a sincere belief in the ability of each student to succeed in and graduate from high school. OFY-San Gabriel's curriculum is aligned to State Standards, which includes Common Core State Standards, Next Generation Science Standards, History-Social Science Content Standards, English Language Development ("ELD") Standards (hereinafter, collectively "State Standards") and College and Career Standards. Each student's ILP provides OFY-San Gabriel with the information necessary to adapt instruction to each student's need while maintaining a high level of rigor and academic accountability. Additionally, OFY-San Gabriel provides dual enrollment opportunities for all students.
4. **Workforce Education:** OFY-San Gabriel will provide students with opportunities to engage in workforce education designed to support college and career readiness. The school's instructional model allows for flexibility and customization based on individual student interests, strengths, and postsecondary goals. Workforce education opportunities may include Career Technical Education (CTE) coursework and career exploration activities aligned to student interest and informed by local and regional workforce needs. Through these offerings, students are supported in developing the academic, technical, and employability skills necessary for successful transition to postsecondary education, training, or entry into the workforce.

5. **Counseling Services:** Our Post-Secondary Counselor provides guidance and support to each student. The Post-Secondary Counselor is knowledgeable about social and wrap-around services available to each student. These services are available via partnerships with area nonprofits or governmental social service agencies. In addition to that, Post-Secondary Counselors work closely with students to prepare them for post-secondary success. Whether students choose an A-G path or work readiness path, the Post-Secondary Counselor is there to ensure success. OFY-San Gabriel continuously enrolls students in new courses as students complete a previous course.
6. **Parental Engagement:** Parents and guardians are encouraged to visit OFY-San Gabriel at any time during operational hours. OFY-San Gabriel holds open house events multiple times throughout the school year so that parents can meet with teachers and administrators to discuss student performance and any other pressing concerns. In addition, OFY-San Gabriel also holds LCAP Engagement Nights, School Site Council, Career Nights, Senior Signing Events, Financial Aid Workshops, SBAC Kick offs as well as multiple opportunities throughout the year for parent involvement. Parents and guardians may also contact OFY-San Gabriel at any time to schedule an appointment with a teacher or administrator. Additionally, OFY-San Gabriel solicits parent/guardian feedback through an annual school climate survey
7. **Extended Hours:** OFY-San Gabriel operates year-round and its resource center is generally open from 8:00 am to 4:00 pm each weekday. These extended hours enable students to schedule their time at the school site around personal responsibilities. Also, students can walk into OFY-San Gabriel at any time to work on coursework or receive assistance from any educational services needed.
8. **Competent Personnel:** OFY-San Gabriel recruits and hires well-qualified teachers that hold a California credential or permits as required by the California Commission on Teacher Credentialing.
9. **Strong Community Partnerships**: OFY-San Gabriel constantly seeks out community partners to enhance the education of its students. The school currently has ongoing partnerships with Pasadena Community College and the San Gabriel Chamber of Commerce. These relationships have resulted in academic and career exploratory opportunities for our students, such as Dual Enrollment opportunities and a Youth Legislature Student Group.

OFY-San Gabriel's program design supports the mission of the school and is designed to increase graduation from high school and student achievement. OFY-San Gabriel specifically selected this research-based and data-driven model, coupled with a curriculum that is rigorous, robust, and well-aligned to State Standards. The varied learning formats and assessments help students demonstrate mastery of content knowledge and skills.

Research shows many high-risk students have difficulty focusing on the six courses that typically comprise a standard student schedule at a comprehensive, traditional high school. The students then become overwhelmed trying to effectively manage their time for each course.[1] Therefore, OFY-San Gabriel's students, on average, work on just two or three courses at a time allowing them to focus on and progress through courses at their own pace and without competition. Concentrating on fewer subjects at a time allows for greater depth of learning in each subject area and enables students to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. Students receive immediate feedback and continual encouragement that builds success and leads to

[1] Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007). *The costs and benefits of an excellent education for all of America's children* (Vol. 9). New York: Teachers College, Columbia University.

greater self-confidence. In addition, the academic and behavioral standards to which the students are held reinforce self-discipline and productive work habits.

2. *Curriculum and Instructional Design*

OFY-San Gabriel is defined as a non-classroom based program and complies with the independent study laws as provided by Education Code Sections 51745 et seq., the regulations implementing those sections, and the number of minutes of instruction required by Education Code Section 47612.5(a)(1)(C)-(D) for such a program. OFY-San Gabriel's Board of Directors has adopted and implemented written specified policies relating to independent study in accordance with Education Code Section 51747. OFY-San Gabriel offers students multiple options outside of a conventional seat-time educational delivery system. Students are provided the opportunity to complete academic work and credits through the following personalized learning methodologies:

- Tutoring
- Small group classroom-based instruction
- Personalized learning (including intervention support)
- Online-based instruction

In accordance with the intent of the state legislature, OFY-San Gabriel strives to collectively seek the best and most recent educational research and data that then leads to the development of effective and inspiring curriculum.

OFY-San Gabriel's curriculum is created by discipline specific, credentialed teachers and is aligned with and designed to teach the State Standards and College and Career Readiness Standards. Curricula focus on instructional delivery through the implementation of high-yield instructional strategies covering core knowledge to ensure that students receive a strong foundation of essential skills so that students can reach proficiency or above in all core content areas, as evidenced through the California Assessment of Student Performance and Progress ("CAASPP") assessment system. Courses approved by the UCOP as creditable under the "A-G" admission criteria are considered to meet the college entrance requirements. Further, courses offered by OFY-San Gabriel are accredited by WASC and Cognia are considered transferable.

English language arts, mathematics, science, social studies, physical education, health, art, music, career technical education, advanced placement courses and personal development coursework are available to all students and offered through independent study coursework, classroom-based instruction in small group settings, and online-based learning options when appropriate. Additionally, OFY San Gabriel partners with local colleges to offer dual enrollment opportunities. OFY-San Gabriel uses research-based curriculum aligned with State Standards and English Language Development Standards. The curriculum is appropriate to the student demographic we serve and includes the following: course offerings, textbooks, curriculum maps, unit plans, interim assessments, intervention lessons and instructional strategies, and end of course exams.

OFY-San Gabriel's curriculum has been designed around the following evidence-based practices:

- Backwards design for assessment and learning
- Differentiated instruction
- Specially designed academic instruction in English ("SDAIE") strategies for all learners
- Project-based assignments

- College and Career Ready Alignment

OFY-San Gabriel offers its students a variety of curriculum to fulfill their course requirements. Online curriculum is offered through the Edmentum, and BrightThinker platforms, and provides students with 7-12th core courses as well as electives. Core Courses are both traditional (like Algebra and Biology) and specialized (like Financial Mathematics and Business English). Edmentum and BrightThinker also provide students with career-connected learning, creating new pathways to success that prioritize real-world learning applications and career interests for middle and high school students. CTE offerings range from exploration to certification preparation. Electives give students the opportunity to pursue topics that excite them, allowing them to develop a deeper understanding of the world around them. Courses like music, art, game design, and creative writing spark students' interests.

For students that prefer a more traditional "paper and pencil" approach to their coursework, OFY San Gabriel utilizes the curriculum services of Skyrocket Education for guided student activity workbooks (SAWs) which can also be accessed digitally through a Launch Your Learning Applications (LYLA) app. Teachers and counselors assist students in making the best curricular decisions for their educational needs and learning preferences.

3. Scope and Sequence/Curriculum Map Development

The scope and sequence of each course has been developed using the Understanding by Design Framework and focuses on sequential, rigorous learning with built in assessments and professional development. This process begins with creating a scope and sequence for the course. To achieve this, the Developers select power standards based on endurance, leverage, and readiness. From the scope and sequence, Curriculum Developers build curriculum maps for the courses which include transfer goals and learning targets. From there, the Curriculum Developers consider how to accurately assess these goals looking to state provided resources for authority and build appropriate assessments. Once standards-based assessments are created, lessons are backwards planned. ~~As students take these courses and tests, the Curriculum Developers use a drive-by-data approach to make revisions to the instruction. Data used includes, but is not limited to, standards-based test item analysis, SBAC data, and pacing data.~~ As students engage in these courses and assessments, Curriculum Developers utilize a data-driven approach to continuously refine and improve instruction. This process incorporates multiple sources of feedback and performance data, including teacher input, standards-based assessment item analysis, student performance trends, and SBAC data, to ensure curriculum and instructional practices remain responsive to student needs.

This process also helps to avoid the problem of textbook coverage and activity-oriented teaching in which no clear priorities and purposes are evident. Curriculum maps consist of several learning units in a specific subject area. The units incorporate standards-aligned texts, primary resources, technology where appropriate, performance tasks, summative assessments, and instructional strategies. In addition, each unit is structured to build on the students' background knowledge and to support students in conceptual understanding, as well as mastery of standards and application of content knowledge.

Curriculum maps are provided to all students and are available in all subjects. All curriculum:

- Focuses on college and career readiness and learning for life
- Reflects an understanding of 21st Century Skills, as adopted by California and other states
- Encourages higher-order thinking skills and depth of knowledge

- Includes scaffolding of foundational skills to close learning gaps
- Requires Internet use for research, skill practice, and exploration
- Incorporates in-depth vocabulary study, and instruction in narrative, analytical and expository writing techniques
- Informs frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback

At OFY-San Gabriel, credentialed teachers who teach small group instruction classes develop their own lesson plans in accordance with California content standards. In addition to meeting the District's graduation requirements, OFY-San Gabriel's courses are designed to increase achievement and life choices for our highly mobile student population by providing structured learning and individualized support for students who may not have previously experienced academic success. The varied learning formats and assessments allow students to demonstrate content knowledge and skills. OFY-San Gabriel's coursework fulfills A-G requirements for acceptance to either the University of California or California State University (UC/CSU) upon graduation. A list of all curriculum for OFY-San Gabriel including UC/CSU Approved Course List is provided in **Exhibit B: Student Handbook**.
~~https://drive.google.com/open?id=1pabfmJ1D_Z3whktTK0FICdOMjjkjMu6i~~

4. Teaching Methodologies and Instructional Design

OFY-San Gabriel's instructional design and content delivery systems provides students an opportunity to review and relearn grade level standards not mastered prior to enrollment. Students receive instruction in a challenging, yet supportive environment and the instructional model encourages student driven achievement of learning goals. Students continually improve their academic performance, practice responsibility by regularly attending their scheduled classes and appointments, and develop positive attitudes about learning and school through engaging in State Standards-aligned coursework coupled with personalized instructional support. Students participate in an instructional delivery method that incorporates personalized support from well qualified, fully-credentialed teachers in all academic areas including foreign language and visual and performing arts. Overall, the instructional design of the program includes, but is not limited to:

- Individualized Learning Plan
- Post Secondary Readiness and Career Exploration
- Guided Personalized Learning
- Focused learning and subject matter concentration
- Targeted Intervention
- Small Group Instruction
- Online Learning
- Experiential Learning
- Extracurricular Activities
- Extended Learning Time
- Parental Involvement in Instructional Decisions
- Year-round, rolling enrollment calendar
- Career Technical Education
- Dual Enrollment Early College Program
- CA State Seal of Biliteracy
- Character Education

a) *Individualized Learning Plan (ILP)*

The Individualized Learning Plan ("ILP") is a roadmap to and beyond high school graduation. See **Exhibit B: Individualized Learning Plan**. ~~https://drive.google.com/open?id=17o0NEQ3-WFZBig4SmGSbGRZqzOFUDhlq~~ It addresses students' academic needs as they progress toward graduation while honoring their roles and responsibilities outside of school. The student, parents/guardians, Independent Study teacher, and Post-Secondary Counselor collaborate to develop an ILP to help ensure student success. Each student at OFY-San Gabriel is assigned to an Independent Study teacher with whom they meet with at least twice per week. Each Independent Study teacher and Post-Secondary Counselor oversees ILPs and facilitates the academic and social progress of each student.

ILPs are an essential element to OFY-San Gabriel's educational program because they help facilitate personalization and contribute to the development of strong teacher-student relationships, which have been shown to increase academic achievement and build social-emotional skills for low-income youth.[2] Social-emotional development is critical, and a recent analysis by the Center for Benefit-Cost Analysis at Teacher's College found that there was a positive association between social-emotional skills and academic achievement.[3] Moreover, the authors underscore the far-reaching value of social-emotional skills since they have long-term behavioral and attitudinal effects.[4] Furthermore, research has shown that positive one-on-one interactions between students and adults have been documented to reduce students' feelings of alienation in school as well as move high-risk students toward their graduation goals and beyond.[5] [6]

An important component of the ILP is the support services. Post-Secondary Counselors are the primary resource for students regarding post-secondary goals, resume writing, job applications, scholarship applications, and college and financial aid applications. Students are provided supplementary and support services to include, but not be limited to access to childcare programs, foster youth information, food banks, transitional living arrangements, etc., designed to address unmet needs and impediments to advancement.

b) *Postsecondary Readiness and Career Exploration Instruction*

OFY-San Gabriel's program is preparing students to obtain the knowledge, skills and abilities to become gainfully employed upon graduation. The school provides structured postsecondary exposure opportunities designed to support students in exploring and identifying viable career pathways. These opportunities include career awareness activities such as career chats with industry professionals, exploration of Career Technical Education (CTE) course offerings aligned to regional workforce needs, and intentional connections with community partners. Through these partnerships, students may access mentorship, work-based learning experiences, and career-aligned guidance that supports informed postsecondary planning. Collectively, these efforts ensure students are exposed to a broad range of career

[2] Murray, C., & Malmgren, K. (2005). Implementing a teacher–student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. Journal of School Psychology, 43(2), 137-152

[3] Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning.

[4] Ibid.

[5] Brush, C., & Jones, B. (2002). Student voices: Why school works for alternative high school students. *Salem, OR: Oregon Department of Education*, 629-640.

[6] Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological inquiry*, *71*(2), 241-255.

options and are supported in making informed decisions regarding education, training, and employment following high school.

c) Guided Personalized Learning

The guided personalized learning format aligns with the OFY-San Gabriel mission of serving the needs of the individual student and permits each student to tailor his or her work pace to meet individual academic and post-secondary goals. Students are assigned coursework to complete each week and attend regular appointments with the same teacher for instructional support, clarification on content, and assessment. Each student is required to complete a minimum number of units per each four-week learning period to stay on pace for cohort graduation. Students in need of credit recovery or seeking to graduate early may complete more units per academic school month. Each student's self-guided units are completed in student activity workbooks ("SAWs") and through completion of performance tasks embedded into the coursework. SAWs contain rigorous curriculum and include Internet activities, essay writing, and other various methods of assessing student learning per subject matter. Students may also complete instructional units through standards-aligned online curriculum platforms such as LYLA, Edmentum and Bright Thinker.

OFY-San Gabriel's Student Master Agreement is signed by each student in accordance with Education Code Section 51737(c) and requires that students attend appointments with their Independent Study teacher at least twice per week; however, students are required to attend as often as needed to ensure they are making satisfactory progress in completing learning units and mastering course content. See **Exhibit C: Student Master Agreement.**~~https://drive.google.com/open?id=1gC21-BLrJkbJNSXfqov5otDYCCAYMuK-~~ This format provides students with a structured schedule and process that promotes good work habits and encourages personal accountability. This personalized learning model also provides teachers an opportunity to assess and provide feedback on student work at least twice each week, or more frequently if the student needs targeted assistance. Teachers and other support staff (which includes tutors, center coordinators, ELD specialists, special education providers and paraprofessionals and Post-Secondary Counselors) collectively support and coach students towards their individual goals while encouraging students to focus on areas of growth.

d) Focused Learning and Subject Matter Concentration

Students typically enroll in one to three courses at a time. By allowing students time to focus on specific skills within a limited number of content areas at one time, students can approach their assignments with inquiry-based learning strategies to gain a greater depth of knowledge in each subject area. This focused approach enables students to master content thoroughly, complete coursework at their own pace without a competitive learning environment, and also acquire timely feedback from teachers so that areas of weakness can be identified, and targeted assistance can be provided.

Students should be completing an average of 30 semester credits during a six-month period. However, due to the flexibility of the program, students can earn 60 credits during that same period depending on their pace. Students with external life factors may not complete the 30 credit average.

e) Targeted Intervention

OFY-San Gabriel's students are matched with well-qualified teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members. Teachers are trained on

specific academic interventions such as peer tutoring, peer mentoring, study skills, and study groups. Additional interventions include:

- Positive reinforcement of incremental student behavior improvements
- Support with transportation
- Reading and math support with one on one tutors or interventionists
- Meetings with counselors and school psychologists
- Collaborative meetings between teachers, support staff, parents, and students

Frequent, one-on-one interactions between teachers and students enables interventions to be implemented as problems arise, ensuring minimal disruption to student goals. OFY-San Gabriel's teachers, administrators, and staff consult with local government, health, and charitable entities in an attempt to ensure that each student receives all necessary economic, social, and emotional support for learning.

f) Small Group Instruction

Small group instruction courses are taught by a single-subject credentialed teacher in a classroom of no more than 20 students. Students can earn credits in a variety of different classes that meet UC/CSU A-G requirements. These courses are typically offered four times a week each semester. Each student earns up to 5 Credits for each small group instruction course passed. Small group instruction teachers are trained in current, research-based teaching practices that effectively engage students who need additional support (i.e. scaffolding, differentiated strategies) in a small learning environment. Small group instruction and tutoring are offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum, and to provide additional support to students as they matriculate through their ILP.

g) Online Learning

OFY-San Gabriel is committed to serving students through effective, research-based, and forward-thinking instructional practices that respond to diverse learning needs. As part of this commitment, the school intentionally incorporates digital learning tools that enhance student engagement, instructional flexibility, and personalized academic support. OFY-San Gabriel embraces technology as a means to expand access to high-quality instruction while maintaining strong teacher-student relationships and academic accountability.

The online/virtual learning modality is designed to support students who benefit from individualized instruction delivered through a structured, technology-enhanced environment. Students utilizing the Online Learning modality meet with their Independent Study teacher virtually at a minimum of twice a week. They can also participate in weekly online Direct Instruction courses. Using the LYLA and Edmentum Learning platforms, students engage in interactive, mastery-based coursework across core academic subjects, including English language arts, mathematics, science, social science, foreign language, visual and performing arts, and a variety of elective courses. Lessons are designed to promote active learning, skill reinforcement, and concept mastery, allowing students to progress at an appropriate pace while meeting state academic standards.

OFY-San Gabriel has established systems to ensure equitable access to curriculum and instruction for all students participating in online learning. Digital course platforms offer multiple levels of accessibility, including varied reading levels, spoken text, video transcripts, interactive dictionaries, and text-to-speech

functionality. When appropriate, content may be accessed in a student's primary language to support comprehension and engagement. Students are provided with structured pacing guides and digital calendars that outline assignment due dates and course milestones, supporting effective time management and independent learning skills.

Student progress is closely monitored by OFY-San Gabriel's instructional staff using embedded assessment tools and real-time performance data available through the digital platforms. Teachers regularly review student participation, mastery of standards, and course completion to identify academic needs, provide targeted interventions, and ensure timely progress toward graduation. This continuous monitoring allows staff to adjust instruction and support to meet individual student needs and promote successful course completion.

This digital learning model also has tremendous benefits for the teachers. Beyond increasing motivation among students for schoolwork, the programs offer teachers data in real time about the amount of coursework their students have completed. This approach has been shown to significantly raise course completion with the students and increase the speed at which students finish their coursework.

h) Experiential Learning

A goal of OFY-San Gabriel is to offer students opportunities to learn through hands-on real life experiences and cultural immersion. A major component of preparing students for college and career readiness can be achieved in part by affording access to travel and career and college exploration outside of a traditional field trip model. Social-emotional learning through experiential activities and community services is embedded within the program. The Charter School partners with nonprofit organizations to provide students with an exceptional selection of job training and career preparedness courses, college tours, domestic travel, international travel, and community service activities. All experiential learning and community service programs are provided at no cost to all OFY-San Gabriel students. These experiential learning trips may be contracted through a third party after a competitive cost analysis or Request for Proposal process.

Many students attending OFY-San Gabriel experience limited exposure outside of their immediate surrounding communities. OFY-San Gabriel believes that students are more likely to envision themselves in, and work diligently toward, succeeding in an environment outside of what has been modeled locally through demystifying the path to success. As such, we provide opportunities for students to gain hands-on experience in multiple career sectors, visit colleges throughout California and the USA, and experience the fulfillment one has by putting in a hard day's work to serve those in need and positively impact communities. These experiential learning opportunities have proven to be truly transformative in opening our students' eyes to vast opportunities outside of what they have experienced thus far in life. We have seen students re-engage in our program significantly after returning from these trips, which impacts their work product and academic performance in highly positive ways. Students also return from experiential learning trips with a new appreciation of what the world has to offer. All trips offer students the opportunity to earn high school credits. Examples of past experiential learning opportunities that have been offered to OFY-San Gabriel's students are briefly detailed below.

Black Bird Farm, Philo CA

Blackbird Farm is a nonprofit learning camp located in Philo, CA, consisting of over 240 acres of organic fruit orchards, a large organic teaching garden, and an outside learning kitchen. At Blackbird Farm, students participate in Career Explorations. While at Blackbird Farm students are

introduced to sustainable living practices and multiple careers including construction, marketing, hospitality, and animal husbandry within the setting of an organic teaching farm. Blackbird Farm staff and OFY-San Gabriel teachers work collaboratively to show students how they may transfer the skills learned at Blackbird Farm to their lives and future careers.

Rocky Mountain Pathways Ranch, Allenspark, CO

Rocky Mountain Pathways Ranch ("RMPR"), a non-profit organization located in Allenspark, Colorado on 56 acres near the edge of Rocky Mountain National Park, features ten-day learning camps in which students take over operations on an existing dude ranch. This experience enhances student learning by involving them in various ranch-oriented activities, which count towards community service credits. The RMPR program is designed to push students out of their comfort zone and into an area of personal growth and development. Students care for ranch animals and learn to saddle and ride horses. Students are also educated on the nature surrounding RMPR and participate in team-building, leadership, and personal growth activities.

Hello Havana! Cuba

The Cuban excursion allows students to visit local homes and historic landmarks and discuss the Cuban economy with prominent locals. Participants have taken morning nature hikes, visited a vintage car garage, eaten family-style lunches on a fruit & vegetable farm and learned how to salsa. These activities provide ample opportunity for students to soak up Cuban culture and tradition, changing their lives forever.

Viva Italia! Italy

An 11-day trip through Venice, Florence, and Rome immerses students in Italian culture, cuisine, and history as they come face-to-face with priceless works of art, learn how to make pasta, and tour the Vatican and Roman ruins. Students explore the rich artistic heritage of Italy by taking art classes, meeting local artists and touring museums.

Ni Hao from Beijing!

Students may embark on a once-in-a-lifetime experience in beautiful China. Students spend 14 days discovering local treasures, divulging in local cuisines, and journeying through urban cities. From the Great Wall to the Forbidden City, students gain insight on Chinese culture and its historical importance. Emphasis on full cultural immersion enables students to partake in activities including a lesson on Chinese calligraphy in Beijing, feed baby pandas at the Dujiangyan Panda Keeper Program and visit the terracotta warriors in Xi'an.

Community Service, multiple locations

Community service activities allow students to explore what humanitarian causes they are most passionate about and instill a strong sense of community awareness. Through Community Service Camps, students participate in a two-day overnight experience and volunteer their time with nonprofits such as senior citizen homes, conservation organizations, and animal shelters.

College Tours

On college tours, students visit various universities and colleges through a multiple day intensive and fun academic program. Participants learn what to look for when selecting a school and what to consider when visiting a potential school from size, majors, location and campus life. Students participate in workshops that walk them through the process of filling out applications, obtaining references and applying for financial aid and much more. On College Tours students are not only

able to visualize themselves attending a university but also develop leadership skills, goal-setting techniques, resiliency and peer relationship development.

Washington, D.C.
Students may participate in a six day, five-night civic immersion trip to Washington, D.C. where students study and analyze historical figures and the impacts of their actions. Students are encouraged to develop their own leadership styles and become advocates of change in their own community. Throughout the trip, students are asked to complete workbook activities and essays and to engage in personal and group reflection about how history impacts their lives today. At the end of the trip, students are asked to reflect on and share how these lessons can inspire them to leave their own mark on history.

Crime Scene Investigation
In this program, students travel to Las Vegas, Nevada where they participate in an introductory crime scene investigation program. The program introduces students to the world of forensics and crime scene investigation. Students learn how to observe, collect, analyze, and evaluate evidence typically involved in a criminal case and how to identify blood samples and data collections. Activities include latent fingerprinting, forensic photography, lab processing, among others. An interactive approach to learning is utilized that encourages students to participate in a real-life simulation of a crime scene investigation. The program emphasizes group work and ensures that students understand the lab and evidence process. While participating in the program, students meet and learn from professionals and experts in the field of forensic science, law enforcement, criminal justice, and more.

World War II
The WWII program is designed for students to follow the footsteps of heroes, spies and dictators to discover the events and places that were key to the European victory. The objective is to educate students on the impact of WWII and gain a deeper understanding of how WWII played out in history. On this 14 day, 13 night trip, students tour the cities of Britain, Paris, Krakow, and Berlin exploring museums, memorial visits, and walking through historical landmarks from the Tower of London to seeing the remains of Auschwitz. The programming and tours offer a balanced mixture of social emotional learning and hands-on activities in each county visited. These activities include individual and group team building, leadership development activities, cultural immersion activities, self-reflection, various history lessons, and history reenactments.

Mexico
The Mexico program is immersive and designed to teach students the value of cultural sustainability as a means to promote connection and understanding. Students gain a deeper understanding of how cultural values play out in a global economy and learn to build bridges instead of walls within their local and international communities. Participants explore Mexico on this 7 day, 6 night trip and visit the cities of Guanajuato and Mexico City. In Guanajuato, students tour the grounds of the Centro Fox organization where they learn about their leadership development programs and may even have a possible meet and greet with the Centro Fox founder and previous 55th President of Mexico, Vicente Fox. As they travel south to Mexico City, students are able to gain an appreciation for the Mexican culture. Here, the group visits historical sites like the Teotihuacan Pyramids, are exposed to Mexican arts and music as they tour the Xochimilco Canals, and enjoy different variations of local cuisine.

Scandinavia
The Scandinavia experiential learning trip provides students with a structured, academically focused opportunity to study world history, geography, and culture. Students examine Viking civilization and its historical influence on modern Scandinavian societies by engaging in guided cultural exploration, museum-based learning, and hands-on educational activities across Sweden, Norway, and Denmark.

Ireland
The Ireland experiential learning trip is designed to deepen students' understanding of global cultures and historical contexts through immersive, field-based study in authentic settings. Through guided exploration beyond major urban centers, students examine Ireland's historical landscapes, rural communities, and cultural traditions to better understand the nation's social, political, and cultural evolution.

Japan
The Japan program invites students to immerse themselves in the country's rich artistic traditions while exploring the vibrant cities of Tokyo and Kyoto. Participants will take part in hands-on pottery workshops with local artisans, learn the centuries-old craft of indigo dyeing, and develop their creativity through guided anime drawing sessions inspired by Japan's globally influential animation culture. Beyond the studio, students will experience the highlights of Tokyo's dynamic neighborhoods and Kyoto's historic temples, shrines, and gardens. This journey provides students with unforgettable artistic inspiration while deepening their global perspective and cultural appreciation.

Australia / New Zealand
This unforgettable expedition takes students from Australia's tropical ecosystems to the iconic city of Sydney and across the stunning landscapes of New Zealand. Participants will explore diverse habitats, encounter unique wildlife, and study environmental sustainability firsthand. Students will learn about conservation at the Great Barrier Reef, visit a working apiary in New Zealand to discover the importance of beekeeping and biodiversity, and gain meaningful insight into the Indigenous cultures of both countries. Blending adventure, ecology, and cultural discovery, this journey inspires curiosity, global awareness, and a lasting appreciation for the natural world.

OFY-San Gabriel's expectations for these experiential learning and community service activities include:

- Students challenging themselves to move beyond their current level of comfort,
- Students engaging in introspection to become aware of their goals,
- Students developing an appreciation for teamwork,
- Students developing their leadership skills, and
- Students develop a social awareness of others, including the ability to care for one another.

i) Extracurricular Activities~~Extended Learning Time~~

In addition to experiential learning opportunities, OFY-San Gabriel offers a variety of extracurricular activities designed to promote student engagement, school connectedness, leadership development, and positive peer relationships. These opportunities also support students' social-emotional development by

encouraging teamwork, communication, self-confidence, relationship-building, leadership skills, and a greater sense of belonging within the school community.

The school provides a sports program in which students have opportunities to compete against other OFY schools. Based on student interest and participation, athletic offerings may include basketball, volleyball, soccer, and flag football. Students who participate in the school's athletic program may also earn Physical Education (P.E.) credit in accordance with school requirements and participation expectations. Participation in athletics further supports social-emotional learning by promoting collaboration, perseverance, sportsmanship, self-discipline, and positive peer interaction.

Beyond athletics, students are encouraged to participate in a variety of student groups that reflect their interests and talents. Teachers and staff members are encouraged to lead and support these activities, which may include Student Leadership, community service projects, art, music, and yearbook, as well as other interest-based groups developed in response to student input. These groups provide students with additional opportunities to build meaningful connections with peers and staff while developing communication, creativity, and leadership skills.

The school also sponsors a range of schoolwide extracurricular events and activities intended to foster school spirit and strengthen the overall student experience. These activities may include dances, sports banquets, talent shows, and other community-building events throughout the school year. In addition, students are provided opportunities to participate in milestone events that celebrate achievement and promote a sense of belonging, including Prom, Grad Night, Senior Breakfast, and the school's culminating graduation ceremony. Through these activities and events, students are encouraged to develop positive relationships, strengthen school connectedness, and build social-emotional skills that contribute to both academic and personal success.

j) Extended Learning Time

OFY-San Gabriel understands the importance of an extended school year and offers a minimum of 240 days of instruction annually. Students are able to access teachers and instructional support Monday through Friday generally from 8am to 4pm along with Saturdays if the need is identified.

OFY-San Gabriel understands the importance of an extended school year and will offer a minimum of 240 days of instruction. Students will be able to access teachers and instructional support Monday through Friday from 8am to 4pm along with Saturdays if the need is identified. In addition, Students attend appointments with their Independent Studies teacher at a minimum of twice per week to review course materials; receive academic support and interventions; complete written and verbal assessments; and collaborate in working towards academic goals. OFY-San Gabriel provides students with additional time at the school sites to gain academic support on content-specific instruction through tutoring, intervention specialists, and small group instruction. Students are expected to complete four to six hours of academic work per day and submit assignments to their Independent Study teachers at each appointment. In addition, teachers hold students accountable for both attendance and assignment completion through student appointments, phone calls, written communication with parents, and where necessary, home visits.

~~j~~k) Parental Involvement in Instructional Decisions

OFY-San Gabriel's plan for parental involvement aligns with the eight state priorities. OFY-San Gabriel actively seeks parental input in making decisions for the Charter School, including decisions that affect all student subgroups, specifically students with exceptional needs, foster youth, and English Learners. OFY-San Gabriel schedules a variety of family events throughout the year, including Back to School and Open House events, Parent-Teacher Conferences, academic and athletic banquets, EL reclassification celebrations, Senior Signing Day events, focus group meetings, and LCAP informational meetings. Ultimately, these school-wide parent outreach opportunities create positive and meaningful experiences for our students.

OFY San Gabriel has established a Parent Advisory Committee or PAC. The purpose of the PAC is to involve parents and guardians in the decision making of the school. In addition to parents/guardians, members of the PAC include school administrators, educators, and student representatives. The PAC annually provides feedback on the schools' LCAP and the school's overall offerings both academic and extracurricular.

OFY-San Gabriel believes open communication is the key to establishing and maintaining strong partnerships with parents and guardians. Communication with families occurs regularly through emails, phone calls, quarterly newsletters, and progress reports. Written reports that include suggestions and strategies to help parents support the learning process are provided upon request. The school staff notifies parents immediately when problems including attendance, academic progress, or personal issues arise.

The Post-Secondary Counselors facilitate meetings with parents and guardians to help guide them through post-secondary and financial aid options. The Post-Secondary Counselors also:

- Host Back to School Nights, Financial Aid Nights, and Family Fun Nights
- Meet with every new enrollee (no matter the age or grade level) to talk about their high school and post-secondary goals
- ~~Run Student Council events and all~~ Arrange community service opportunities~~events~~
- Meet with parents to communicate student successes

~~k)~~l) *Year-round, Rolling Enrollment Calendar*

Due to OFY-San Gabriel's year-round school calendar with rolling enrollment, OFY-San Gabriel expects to see an influx of students when local schools are not in session. Any student served by OFY-San Gabriel during any point of the Charter School's 240-day annual calendar will be a student of OFY-San Gabriel and may not be concurrently enrolled with any other local education agency. While being served by OFY-San Gabriel, students will be generating ADA for OFY-San Gabriel and will be served by OFY-San Gabriel staff. All students who enroll with OFY-San Gabriel at any point throughout the 240-day school year may remain enrolled with OFY-San Gabriel for as long as they choose. All students who enroll will be treated the same regardless of their intended duration of enrollment.

~~l~~m) *Career Technical Education*

OFY-San Gabriel has the option to offer Career and Technical Education (CTE) coursework in the following areas:

- Building and Construction Trades

- Health Science and Medical Technologies
- Service, Information and Communication Technologies
- Meet with parents to communicate student successes
- Marketing Sales

A key element in the program will be the integration of coursework and academic knowledge with technical and career readiness skills. A combination of academic knowledge and technical skills can be offered through rigorous coursework made relevant to students by work-based learning experiences, providing them with the practical and relevant skills they need to pursue post-secondary education or enter into their careers. For example, a student in information technologies will build knowledge relevant to the information technology sector. Students will explore various hardware, their interconnections, and purposes. They also will build skills in various software applications including office suite applications such as word processing, spreadsheets and presentations software. Students will use industry technology and hands-on training, including the building of a desktop computer. Students will work in simulations to practice troubleshooting and other tasks. This pathway culminates with the capstone of CompTIA ITF+ Exam Prep, where students would prepare to earn this industry certification. Coursework will include Principles of Information Technology Semester A and B, and CompTIA ITF+ with Exam Prep Semester 1 and Semester 2.

The CTE programs provide students with opportunities to gain work experience through internships, work-based learning, and industry certification opportunities and priority consideration for training programs that lead to recognized postsecondary credentials that align with in- demand industry sectors or occupations in the local area involved. These students can earn professional certification and become eligible for employment within industry-specific organizations.

OFY-San Gabriel's coursework is integrated with the partnership agreement coursework and vocational training will create a robust workforce and career development opportunity for all OFY-San Gabriel students.

~~m)~~n) Dual Enrollment ~~Early College Program~~

As part of the comprehensive curriculum offerings at OFY-San Gabriel, students have access to an early college program that allows them to take classes at partner community colleges and earn college credits while working toward their high school diploma. This program supports OFY-San Gabriel's efforts to re-engage students in their education, view college as a viable option after graduation, and get a jump-start on earning credits to help reduce future costs of a college degree. Students may enroll in dual enrollment coursework at any point during their high school enrollment through colleges with which OFY-San Gabriel maintains an active College and Career Access Pathways (CCAP) agreement, allowing students to earn college credits aligned to their individual academic and postsecondary goals. This program gives motivated students the opportunity to earn a college degree on a timeline ahead of their peers in a traditional high school setting.

The early college program blends high school and college in a rigorous program, combining the time it takes to complete a high school diploma and the first two years of college. The program is designed so that low-income youth, first-generation college goers, English language learners, students of color, and other disadvantaged students or young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate's Degree or up to two years of credit towards a Bachelor's Degree – tuition free. Many students who enroll at OFY-San Gabriel have faced challenges at traditional

high schools and may feel that graduating from high school, let alone college, is impossible. Through dual enrollment however, these same students gain confidence by seeing firsthand that they can complete college level coursework. This allows students to recognize that furthering their education after high school is a viable option.

~~n~~o) CA State Seal of Biliteracy

The California State Seal of Biliteracy is an award granted by the State of California to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The Seal of Biliteracy is affixed to a student's high school diploma and noted on their official transcript, signaling to colleges, universities, and employers that the student has demonstrated valuable multilingual communication skills. The program encourages students to pursue biliteracy, promotes the value of cultural and linguistic diversity, and prepares students with skills that are increasingly important in a global workforce and multicultural society.

OFY-San Gabriel actively supports students who wish to pursue the State Seal of Biliteracy by providing academic guidance and instructional support throughout the process. Students who are bilingual in Spanish, as well as students enrolled in Spanish as a Foreign Language coursework, are eligible to work toward earning the Seal of Biliteracy. To assist students in meeting the eligibility requirements, the school provides access to a qualified Spanish teacher who supports students in developing and demonstrating proficiency in Spanish. This support may include targeted language instruction, assessment preparation, and guidance through the application and verification process. Through these supports, the school ensures that interested students have meaningful opportunities to demonstrate biliteracy and receive recognition for their multilingual abilities.

~~o~~p) Character Education

OFY-San Gabriel provides multiple opportunities for character development. Students study character traits such as gratitude, grit, optimism, and responsibility and participate in activities that help build self-confidence, self-esteem, and self-respect. The leadership skills that OFY-San Gabriel's students learn enable them to establish community relationships and take the first steps towards making affirmative life choices that benefit the communities in which they live. Listed below is an overview of the character traits students learn at OFY-San Gabriel.

Life Skill	Goal
Gratitude	Students will learn to develop an attitude of appreciation and gratefulness.
Grit	Students will understand how to pursue dreams and goals in the face of opposition.
Optimism	Students will learn to identify and understand one's own thought process to see the positive in negative situations.
Relationship Skills	Students will learn to develop and maintain healthy relationships within different contexts.
Responsibility	Students will learn how to think through consequences before making decisions.
Self-Awareness	Students will learn to identify and understand one's own feelings and how these feelings affect decision making.
Self-Management	Students will understand how to manage one's own feelings, behaviors, and thoughts in different situations.

Social Awareness	Students will learn how to understand and empathize with others feelings and viewpoints.

5. *Addressing the Needs of All Students*

a) Students performing below grade level

OFY-San Gabriel serves students who have experienced a great amount of school failure and often have skill gaps due to absences and/or ineffectual learning experiences. Support for students with below-grade-level reading and math scores on diagnostics learning assessments will include participation and access to interventionist and or tutors to help them learn or relearn foundational skills that will prepare them for grade level courses. Intervention cohorts, direct instruction classes, and tutoring will be offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum and to provide additional support as they matriculate through their Individual Learning Plan (ILP).

Absenteeism or the failure to complete coursework is quickly noticed by the teacher during student appointments. OFY-San Gabriel requires that teachers contact parents of minor students if they fail to complete coursework or fail to keep appointments. Teachers will contact adult students directly. Teachers, staff, and administrators will make every reasonable effort to identify the reasons for student absenteeism and to encourage students to continue with the program. OFY-San Gabriel works to provide the necessary support to help students stay enrolled in school and make satisfactory progress.

Students are regularly assessed for mastery of skills to determine whether academic difficulty is creating a barrier for student success. In such cases, additional time at the center may be scheduled for a deeper level of support. Teachers meet with students on an individual basis to provide academic support and planning, and also help students in identifying strategic goals and next steps that will enable them to overcome barriers in their school progress. Our English Learners and Students with Disabilities meet with specialists for targeted support that is individualized to their specific learning goals and academic gaps. During these appointment times, English Learners and Students with Disabilities receive an additional layer of academic support through research-based interventions such as explicit instruction, scaffolding, small-group instruction, vocabulary and language development, differentiated instruction, progress monitoring, and targeted literacy and math interventions designed to build academic skills, language proficiency, and student confidence. ~~programs~~ ~~programs such iXcel. This curriculum and intensive support serves to strengthen their foundation in English and Math, thus scaffolding these students towards achieving proficiency in these core areas.~~

Due to the flexible nature of the program, students will be able to reduce their course load and concentrate on the number of courses in which they can be successful. This will help to avoid the problem that students sometimes face in conventional public school, where the sheer number of courses itself leads to failure. In addition, this will enable the students to maintain a connection with the program. Once broken, such a connection is often difficult to restore. By continuing with even one course, the student will be better able to regain the momentum needed to complete the coursework in full.

Every effort will be made to encourage and support students to be successful. As part of this effort, teachers and staff will determine whether there are logistical problems or personal issues that hinder students from completing their coursework. The personalized interaction between teachers and students makes it possible for such issues to be discovered at the early stages of the relationship. Staff at OFY-San Gabriel work together to provide not only academic support, but social emotional support as well. School

psychologists and counselors are on hand to provide resources to students and families who may be experiencing crises or hardships. These support systems help the student have their basic needs met while at the same time working toward achieving the goals stated in the ILP.

b) Students achieving above grade level

Academically high achieving students are defined by the Charter School as those learners who, because of a natural proclivity for learning and a higher IQ, can accelerate their program of study. Such acceleration prevents student boredom, thus avoiding disciplinary issues and poor performance. Accelerated study allows the learner to advance in credit opportunities into grade levels above their age-specific requirement, preparing them for even more advanced programming in junior and senior years as well as the opportunity for more electives.

The individualized nature of student-teacher interactions provides strong access to a differentiated curriculum that is tailored to the student's individual need for complexity and pacing. Because the program model allows for students to move through courses at a pace which aligns to their learning style, advanced and gifted students are often able to complete coursework at an accelerated rate and reach graduation requirements earlier than expected. OFY-San Gabriel also supports students wishing to partake in dual enrollment opportunities with neighboring junior colleges, in which students can earn college credit, while still in high school. All students are placed on an A-G college bound track upon enrollment and are given opportunities to take higher level courses including upper level science and math. Students who are able to thrive with a more rigorous course load are also encouraged to participate in multiple direct instruction courses, some of which are college preparatory in nature such as Expository Reading and Writing Curriculum (ERWC). The Charter School's individualized approach to curriculum, instruction, and pacing provides an optimal environment for gifted and talented and high-achieving students

c) Socially Economically Disadvantaged Students

OFY-San Gabriel acknowledges that socioeconomically disadvantaged students may be more likely to be exposed to a range of risk factors associated with low academic achievement. To ensure that all students are prepared for success in school as well as post-secondary life, OFY-San Gabriel will continue to provide a variety of resources designed to ensure every student meets their full academic and social potential.

OFY-San Gabriel provides every student their unique Individual Learning Plan (ILP). Within that plan, services are offered to students designed to meet individual needs. Socioeconomically disadvantaged students are encouraged to enroll in certain support services such as:

- Counseling appointments
- One on One appointments with Teachers for intervention
- One on One Tutoring appointments
- Extended Learning Time
- CREW Participation (Cohorts that prepare students for college)
- Experiential Learning Trips (Trips exposing students to culture and communities outside their immediate surroundings)
- Growth Mindset and Character Education
- Inclusion of parents
- L.A Metro GoPass Program

- On site meal program

OFY-San Gabriel supports socioeconomically disadvantaged students by creating a safe, supportive school culture. OFY-San Gabriel's small school setting emphasizes a school culture that enables close relationships between teachers, students, and staff. OFY-San Gabriel's Mission is to create an educational choice for all students. The staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality.

d) English Learners

OFY-San Gabriel's annual goals for English Learners ("ELs") align with the eight state priorities and any local priorities. OFY-San Gabriel monitors student progress towards reclassification using the English Language Proficiency Assessments for California ("ELPAC"), or any assessment of English proficiency, as certified by the State Board. OFY-San Gabriel monitors progress along the language continuum to ensure students are reaching higher English proficiency levels across all domains, while also tracking EL reclassification rates in accordance with a designated master plan. OFY-San Gabriel follows the English Language Development ("ELD") Plan provided in **Exhibit D**: **English Language Development Master Plan** ~~https://drive.google.com/open?id=1U555FmZB8tMmcRXt9DQXRZO4hhfrt7IE~~to ensure continual improvement of students becoming fluent in their use of conversational and academic English across all content areas.

(1) Student Identification

The process for identifying English Learners begins upon enrollment and continues throughout the time a student is enrolled in the Charter School. OFY-San Gabriel administers the Home Language Survey upon a student's initial enrollment. If a student is identified as an EL or a potential EL based on the results of the Home Language Survey, the EL Coach meets with the student(s) and parents/guardians to review state testing requirements (ELPAC), review language services available at OFY-San Gabriel, and develop a an academic learning plan.

(a) English Learner Assessment

Any student whose primary language is other than English as determined by the Home Language Survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within thirty (30) calendar days after the date of first enrollment in a California public school, or within sixty (60) calendar days before the date of first enrollment, but not before July 1st of that school year. All students who indicate that their home language is other than English and have been identified as EL or potential EL take the ELPAC.

The ELPAC consists of two separate assessments: Initial Assessment and Summative Assessment.

(b) Initial Assessment

The ELPAC Initial Assessment ("IA") is used to identify students as either an English Learner, or as fluent in English. The IA testing window is year-round (July 1-June 30). The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. Once the test is completed, the answer document is scored with the Local Scoring Tool ("LST") through

the Test Operations Management System ("TOMS"), and the language assessment results are entered into the student information system. The results are used to determine initial English language proficiency and program placement. For the ELPAC IA, students are designated as EL or I-FEP (defined below) based on their overall ELPAC results in both oral and written language.

English Language Acquisition Designation:

a. If a student's overall ELPAC results are scored as minimally to moderately developed (score of 150-449), the student is identified as an EL.
b. If a student's overall ELPAC results are scored as well-developed (score of 450-600), the student is identified as Initial Fluent English proficient (I-FEP).

Parents or guardian(s) are notified of the results and a program placement meeting is held to discuss program placement, support options, and the process for exiting the program through reclassification if the student is EL. Parents or guardian(s) may request a classification review. The review and any corrections are completed before the administration of the Summative Assessment.

(c) Summative Assessment

ELs are assessed annually using the Summative Assessment ("SA") until they are reclassified as fluent English proficient. The SA testing window is a four-month window (February 1-May 31), and is only administered to students who have previously been identified as an EL to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if a student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to ensure a student continues to receive appropriate support for English language development.

Student progress toward English proficiency is based on the overall ELPAC results in one of four performance levels:

- Level 1: Minimally Developed
- Level 2: Somewhat Developed
- Level 3: Moderately Developed
- Level 4: Well Developed

The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English.

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have **well developed** English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		Students at this level have **moderately developed** English skills. • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have **somewhat developed** English skills. • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a **beginning stage** of developing English skills. • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

These performance indicators measure student progress toward meeting the California English Language Development Standards, which were developed to provide guidelines to necessary linguistic instructional support, for students to engage with and master the Common Core standards.

The table below shows how the four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	**Emerging**—Requires substantial linguistic support	**Expanding**—Requires moderate linguistic support		**Bridging**—Requires light linguistic support

(2) Curriculum and Instruction

OFY-San Gabriel uses a Structured English Immersion ("SEI") Model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program. The SEI Model involves multiple components, including independent study curriculum with embedded language development supports, online instruction, designated language instruction, direct instruction in a small group classroom format for core courses using integrated language supports, progress monitoring, and assessment The ELSPs include EL Coaches and EL Specialists who specialize in the integration of linguistic

scaffolds into the independent study and small group instruction curriculum to support English Learners at OFY-San Gabriel. The ELSPs provide professional development to content area teachers and support staff to increase instructional effectiveness for English language development and alignment with the ELD standards.

English language development is facilitated using a combination of Academic Language Development (ALD) courses and Savvas Learning Company's iLit curriculum, which has been California State Board approved, aligned with the California ELA/ELD Standards framework, and designed to address varied language proficiencies. The curriculum incorporates the five basic language learning principles, thus providing a framework for a cohesive and effective system of English language instruction:

1. Communicatively Purposeful: building toward proficiency
2. Culturally Focused: developing interculturality
3. Intrinsically Interesting: relevant to learners
4. Cognitively Engaging: requiring critical thinking skills
5. Standards-Based: reflecting goals for learning the language

Focusing on developing English for academic purposes, the curriculum emphasizes the development of listening, speaking, writing, and reading skills using relevant literature. All of the courses are aligned with the California ELD standards and embed the Sheltered Instruction Observation Protocol ("SIOP") method to ensure sustained and systematic linguistic development. In addition, the digital suite includes access features to address the needs of all levels of English learners including but not limited to: text translation, a visual dictionary, audio read aloud, and writing improvement feedback. The designated curriculum for newcomer students includes the same access features, but with a focus on developing basic communication and foundational literacy skills.

ELs at OFY-San Gabriel receive wrap-around support from an English Language Support Team ("ELST") comprised of multiple staff members, including teachers, small group instructors, online facilitators, intervention specialists, tutors, and ELSPs (i.e. ELD Specialists and EL Coaches). The coordinating efforts of the term ensure all appropriate wrap-around services are provided for each EL student. Teachers use the CA ELD standards for each grade level to develop English language skills needed for content learning. Students are provided personalized instruction based on their language proficiency level, in addition to being grouped by grade level for small group ELD instruction. Since each EL student has an individualized academic learning plan, ELD instruction schedules are tailored to fit the identified linguistic needs, based on elements like, ELPAC proficiency levels and Renaissance Star reading performance scores.

For newcomers, the designated ELD curriculum focuses on developing English for conversational and academic purposes, emphasizing the development of listening, speaking, writing, and reading skills based on relevant literature and immediate communication needs. The curriculum includes universal access and translation features, as well as integrated SIOP techniques to meet the needs of newcomer English learners.

For Long-term English learners, designated ELD courses shift the instructional focus to emphasize mastering the targeted use of academic language in reading, writing, speaking, and listening, in addition to enhanced vocabulary instruction. The ALD courses are designed to deepen critical thinking skills and enhance proficiency in both academic and professional communication to prepare students for the rigorous linguistic demands in the classroom and in the workplace.

For English Learners who also receive special education services, the special education staff and the ELSPs carefully monitor students' progress and evaluate students' responses to the program within the first thirty (30) days of enrollment. This is done through curriculum-based assessments, Renaissance S~~TAR~~ tar scores, academic work performance evaluation, and student and parent/guardian feedback. On or before the first thirty (30) days of enrollment, an IEP meeting is held to discuss the students' progress and response to the program. The previous IEP is reviewed, including any current ELD goals, and the ELSP/IEP team decides to either adopt the previous IEP or develop and implement a new IEP with more appropriate supports and updated ELD goals. Students receive individualized, intensive instruction and interventions from their special education teacher in addition to supports and instruction provided by their English language specialist. The special education teacher works collaboratively and closely with the English language specialist to ensure instructional and assessment methods are aligned. If, at any time, the student begins to struggle with their academic performance, social-emotional health, or behaviors, an IEP Progress Review is held to further examine the difficulties and develop a revised plan of support and/or services to improve student outcomes.

All ELs are involved in the planning, implementation, and progression of their educational program through the design and implementation of an Academic Learning Plan ("ALP"). ELs who enroll in independent study courses work between four to six hours per day at home and attend appointments with the teacher at an OFY-San Gabriel's school site. Self-guided assignments are completed in student activity workbooks ("SAW's"). Reading and writing are the primary focus of at-home independent study. ELs use teacher and ELST-informed ELD strategies to complete self-guided assignments per the student's ALP. Direct instruction focuses on speaking and listening skills and prioritize teacher-student interactions. During instructional time, ELs work closely with the teacher and the ELSP to complete performance tasks and receive feedback. Students who require substantial linguistic support receive more intensive one-on-one language support from ELSPs to accelerate the acquisition of conversational and social English in addition to academics. The time spent with instructors allows students to gain knowledge of content, improve communication skills, and build on prior knowledge to improve understanding.

In addition to independent study courses, ELs are encouraged to enroll in any course offered by OFY-San Gabriel. Computer-based courses are adaptive and adjust to meet the needs of the individual EL, and hybrid courses combine the adaptability of computer-based courses with the level of student-teacher interaction and support found in independent study courses. Finally, ELs are encouraged to enroll in small group instruction courses. These courses are designed to be inclusive of ELs and provide them with multiple avenues for language development, including:

- Oral language development and competency through peer interaction
- Explicit and contextualized vocabulary instruction
- Writing and reading strategies that build toward independent mastery

It is important to note that the practices of simultaneous translation or the removal of ELs from the classroom for a separate translation of the instructional lesson are not permitted at OFY-San Gabriel. Support or modifications provided to students will not be lower than the levels of achievement required to pass a course and will not reduce the course's rigor.

(a) Goals and Monitoring

OFY-San Gabriel monitors student progress towards reclassification using a combination of results from the ELPAC, or any assessment of English proficiency, as certified by the State Board, benchmark scores from Renaissance Star~~TAR~~, and academic progress in core courses. These measures of proficiency increase in rigor with each grade level to ensure students are able to meet the increasing linguistic demands within each grade band.

Both teachers and school leaders monitor individual students' progress toward reclassification. Teachers use performance results from the Renaissance Star Assessment~~TAR~~ scores as a baseline before beginning instruction and as a progress-monitoring tool to track standards-mastery throughout the year. Other forms of progress monitoring include the use of results from standardized assessments such as the CAASPP, Lexile scores, as well as common assessments for coursework. A review of overall performance results in these areas are used by all stakeholders to assess the effectiveness of the ELD program for program improvement to ensure OFY-San Gabriel is providing the highest level of support to its EL population.

(3) Reclassification

OFY-San Gabriel reclassifies ELs as fluent English proficient ("RFEP") based on the criteria identified in Education Code Section 60810 and recommended by the State Board of Education. The minimum criteria to be considered for reclassification are:

- English proficiency on the ELPAC: Overall Performance Level (PL) 4
- A score of Basic or higher on district-adopted, standards-based ELA assessments or standards-based common final ELA exam
- A study by OFY-San Gabriel's ELSPs to compare the performance of the students in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age; this analysis may include:
    - Evaluation of a student's listening, speaking, reading, and writing skills using , the OPTEL (Observation Protocol for Teacher of English Learners) FormAuthentic student work samples, including writing samples,
- Teacher evaluation, andParent or guardian consultation and opinion.

To determine an EL's eligibility for reclassification, the ELST reviews the following:

- ELPAC annual assessment results,
- CAASPP scores,
- Renaissance Star Assessment ~~TAR~~ scores,
- Student performance of written and oral English language fluency according to provided rubrics and based upon observable student interaction with instructional staff, peers, and support staff, and
- Current course grades and academic disposition.

If the ELST determines an EL has successfully met all the criteria and demonstrated the ability to perform successfully in core academic areas without support from the ELSP, the student is reclassified as RFEP. If the ELST determines an EL is not ready for reclassification, the student's ALP is revised and updated with the targeted English language development interventions that address the specific language domain(s) of concern.

(a) Ensuring Continued Success of RFEP Students

OFY-San Gabriel monitors all RFEP student Progress for four years, as required by State and Federal guidelines, and provides additional assistance when student progress is inhibited by language barriers. As part of the monitoring process, RFEP students are offered a minimum of one ELD block time a week as needed for language support. Instructional support time can be increased by teacher recommendation, parent request, and if an RFEP student is scoring below the minimal reading threshold on the Renaissance STAR assessment. The EL Team, along with teaching staff, uses a formal monitoring tool that supports identification of interventions needed and schedule times for when the supports are carried out until the students demonstrate expected grade level success. The RFEP students' progress and performance is reviewed at the end of each reporting period to determine if language assistance is to continue.

(4) Staffing

OFY-San Gabriel meets the needs of ELs by recruiting, hiring, and training well qualified staff members who have the specialized knowledge required to teach ELs. OFY-San Gabriel requires all teachers—including out-of-classroom teacher positions—to possess an appropriate authorization to teach ELs. The requirement is met by completing coursework leading to a teaching credential with appropriate authorization(s) or by passing exams approved by the California Commission on Teacher Credentialing. The full EL authorization allows teachers to provide both designated ELD and integrated SDAIE instruction to ELs, with a preference for staff members possessing a BCLAD authorization or ELD single subject credential.

ELD Professional Development Opportunities. Teachers of English learners provide an invaluable service to students. To possess and enhance skills and knowledge there are a variety of ways professional development specific to meeting the needs of English learners can be obtained. The range of opportunities allows for a systematic approach to embedding the use of the English Language Development Standards, applying effective instruction using SIOP, collaborating with and across multiple departments, and communicating effectively with staff, students, and parents with an awareness of and respect for diversity within all groups. Participation in this overlapping path of learning opportunities, shown in the chart below,[MW14] allows for all staff to continuously gain knowledge and skills to provide wrap-around ELD support to all English learners.

(5) Parent Involvement

Parents and guardians of EL students are involved in each step of their child's educational pathways. Involvement starts at enrollment as they become part of the ELST to develop the Academic Learning Plan ("ALP") tailored to meet the needs of their child and continue to be a part of the process throughout their child's time at OFY-San Gabriel. Parents and guardians of EL students are invited to become committee members and/or attend District English Language Advisory Committee ("DELAC") meetings, LCAP parent engagement events, Back to School night, Financial aid workshops, and the annual Bilingual Scholars Awards event.

School staff conduct outreach via phone calls, emails, messenger apps, social media, and formal invitations by mail to communicate and inform parents of all events. The events highlight the support offered to students, current student projects, and how the English Language Development program functions at OFY-San Gabriel. The annual Bilingual Scholars Awards event is held to recognize students that have been reclassified as well as those that have made substantial progress in their English language

acquisition. The attendees include staff members, community members, parents/guardians, student speakers, siblings, and peers. Students are recognized by their teachers and receive certificates or plaques to commemorate their achievement in demonstrating English language proficiency, and the parents/guardians are recognized for their continued support in their child's educational journey.

e) Special Education Students

(1) Services to Students with Disabilities

OFY-San Gabriel recognizes the importance of providing educational opportunities to all students regardless of the special needs they face. A smaller and more intimate learning environment, personal connections with the general and special education staff, clear expectations, the ability to work on fewer classes at one time, and a less distracting environment have all been identified as contributing factors to the success of students with disabilities.

OFY-San Gabriel complies with all applicable State and Federal laws regarding students with special needs, including, but not limited to, Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act, the Americans with Disabilities Amendments Act, the Individuals with Disabilities Education Improvement Act ("IDEA"), and all applicable California Education Code sections.

All students have access to OFY-San Gabriel, and no student is denied admission or counseled out of OFY-San Gabriel due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for special education services.

For purposes of Special Education only, the San Gabriel Unified School District serves as OFY-San Gabriel's Local Education Agency ("LEA"), and as such must take steps to ensure that all children with disabilities enrolled in OFY-San Gabriel receive Special Education or designated instruction and services in conformity with their Individualized Educational Programs ("IEPs") and in compliance with IDEA (20 U.S.C. § 1400 et seq.) and all applicable State and Federal laws (Education Code Section 47646(a)).

Upon approval of the Renewal Petition, a "Special Education Memorandum of Understanding" will be developed in collaboration with the District to govern the terms and conditions of special education funding and any additional division of responsibilities not outlined in the Charter Petition as long as OFY-San Gabriel is considered a school of the District for purposes of Education Code Section 47641(b). Notwithstanding the forgoing, OFY-San Gabriel reserves the right to establish itself as an LEA, and then to contract with, participate in, or otherwise utilize the services of any Special Education Local Plan Area ("SELPA") pursuant to Education Code Sections 47641(a) and 47646, including but not limited to, SELPAs that are specifically designed to serve the needs of charter school students.

Should OFY-San Gabriel wish to become its own LEA for purposes of providing special education services, rather than being deemed a school of the District for such purposes, it must provide the District with a request to materially revise the Charter Petition or provide verifiable, written assurance to the District by October 1st prior to be affected school year that the Charter School will participate as an LEA in a SELPA approved by the California Board of Education. The written notice will include information establishing OFY-San Gabriel's ability and capacity to serve as its own LEA and provide Special Education services in accordance with Federal and State law and proof of OFY-San Gabriel's acceptance as a member of a SELPA for the fiscal year in which it will become its own LEA. At any time that OFY-San Gabriel becomes its own LEA for purposes of special education services for its students, the District will have no further

responsibility for the coordination or provision of special education services for OFY-San Gabriel's students, and the Charter shall be exclusively responsible for the coordination and provision of special education services to its students and for any and all other obligations of a school or school district relative to services for students with special needs.

A child with disabilities attending OFY-San Gabriel shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District. The authorizing District shall ensure that all children with disabilities enrolled in the Charter School receive designated instruction and services in a manner that is consistent with their IEP and in compliance with the IDEA.

(2) SELPA Representation

So long as OFY-San Gabriel is a school of the District for special education purposes, the District's Superintendent or designee shall represent OFY-San Gabriel at all SELPA meetings as it represents the needs of all schools in the District. Reports to OFY-San Gabriel regarding SELPA decisions, policies, etc. shall be communicated to OFY-San Gabriel as they are to all other schools of the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to the Charter School's staff.

Once OFY-San Gabriel has been granted LEA status with a SELPA, OFY-San Gabriel understands that it shall represent itself at all SELPA meetings as an LEA. OFY-San Gabriel agrees to adhere to all policies and requirements of the SELPA's local plan. OFY-San Gabriel shall provide copies of any special education records to the District within (7) days of a written request from the District. OFY-San Gabriel or its designee shall also meet with the District's Director of Special Education or designee on a regular basis to review OFY-San Gabriel's policies and practices regarding special education. OFY-San Gabriel shall cooperate fully with the District's oversight of OFY-San Gabriel relative to special education matters.

(3) Funding

In accordance with Education Code Section 47646, a charter school that is deemed to be a public school of the LEA that granted the charter shall participate in state funding in the same manner as any other public school of the granting agency.

(4) Section 51745(c) and Independent Study

Although the Education Code requires that the IEP of a student with exceptional needs provide for participation in independent study, no student is denied enrollment in OFY-San Gabriel due to their disability. If a student's current IEP does not specifically provide for independent study, OFY-San Gabriel's IEP team will convene to determine whether placement in an independent study program is appropriate for the student. If independent study is determined to be an appropriate placement for the student, then the IEP will be amended accordingly. If the IEP team determines that independent study is not an appropriate placement for that student, then the IEP will be amended accordingly, and the Charter School shall make an offer of a Free Appropriate Public Education ("FAPE").

All students will be enrolled, regardless of their disability, and comparable services will be offered during the first thirty (30) days of enrollment. An IEP meeting will be held in the first thirty (30) days of enrollment to either adopt the existing IEP or develop a new IEP.

(5) Services for Students under the IDEA

The following description regarding how special education and related services is proposed by OFY-San Gabriel is for the purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition.

OFY-San Gabriel agrees to provide all special education and related services to eligible students attending OFY-San Gabriel. If OFY-San Gabriel is unable to provide the services using its own employees, then OFY-San Gabriel will contract with CDE approved Nonpublic Agencies (NPA) or Nonpublic Schools (NPS) to provide required services. OFY-San Gabriel also agrees to be solely responsible for child find, assessment, determining eligibility, developing and implementing IEPs, providing all placement and services, and responding to parent concerns and complaints in alignment with Federal and State laws.

OFY-San Gabriel provides special education instruction and related services in accordance with the IDEA, California Education Code, and applicable policies and practices of the District and SELPA. OFY-San Gabriel adheres to District and SELPA policies and procedures and utilizes District and SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, responding to record requests and parent complaints, and maintaining the confidentiality of student records.

OFY-San Gabriel will provide students with a continuum of educational opportunities in compliance with their IEP, with the IDEA, and with all applicable state laws and requirements. The Charter School contracts with NPAs in an effort to ensure student needs are met and in alignment with the IEP. Services from the NPA include, but are not limited to, school psychologist services, speech and language, occupational therapy, mental health clinician services, adaptive physical education instruction and deaf and hard of hearing services. If the Charter School is not able to meet the needs of the student within the independent study program, then OFY-San Gabriel is prepared to contract with a local non-public school to better meet the needs of the student.

The level of support provided will depend on the accommodations in the IEP, student goals, as well as the needs of the student. At the 30-day IEP, the IEP team will review the progress of the student. The IEP team will then work together to determine what parts of the IEP, if any, need to be updated to best support the student in the least restrictive environment.

Special education students are eligible to fully participate in the educational and extracurricular programs available to all students. Should a student require transportation, as noted in their IEP in order to receive a FAPE, OFY-San Gabriel will provide such transportation.

(a) Staffing

All special education services at OFY-San Gabriel are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. OFY-San Gabriel's staff are encouraged to participate in professional development trainings within the SELPA. OFY-San Gabriel's staff will participate in District in-service training relating to special education similar to other

schools of the District. OFY-San Gabriel's special education staff participate in regional meetings with the special education team. Meetings include legal updates, compliance information, and professional development training to improve services and student performance.

OFY-San Gabriel is responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education specialists and paraprofessionals. OFY-San Gabriel ensures that all special education staff hired or contracted by OFY-San Gabriel are qualified pursuant to District and SELPA policies, as well as meet all legal requirements. OFY-San Gabriel is responsible for the hiring, training, and employment of itinerant staff and/or contracting with an NPA necessary to provide special education services to OFY-San Gabriel's students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and school psychologists.

Specific professional development for identifying, supporting, and evaluating the progress of special education students are provided by OFY-San Gabriel and include training on Response to Intervention ("RtI"), Student Study Team ("SST"), Individualized Transition Planning, and Behavioral Intervention Planning.

- Response to Intervention (RtI)—Professional development in RtI assists personnel in evaluating the progress of all students through research-based educational methodologies that address foundational, symbolic, and conceptual learning.
- Student Study Team (SST)—OFY-San Gabriel continues to implement an SST process. All school-based personnel will receive professional development on the SST process and how to strategically implement interventions within the general education setting and curriculum. Although the SST is a general education function, the school psychologist is involved from the initial SST to assist with developing a plan of student support.
- Individualized Transition Planning—Personnel will receive professional development in college and career transition.
- Behavior Intervention Planning – Staff will receive professional development in the appropriate implementation of Behavior Intervention Plans and how student behavior is manifested in the school setting.

(b) Notification and Coordination

OFY-San Gabriel follows District and SELPA policies as they apply to all schools within the District for responding to the implementation of special education services. OFY-San Gabriel has adopted and implemented SELPA policies relating to all special education issues and referrals.

OFY-San Gabriel tracks students who enroll, become eligible, ineligible, and/or leave OFY-San Gabriel to return to the District. Additionally, OFY-San Gabriel shall notify the superintendent of the District, or designee, of the student's last known address within thirty (30) days if a student is expelled or leaves the Charter School without graduating or completing the school year for any reason.

(c) Assessments

The term "assessments" have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. OFY-San Gabriel determines what assessments, if any,

are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School obtains parent or guardian consent to assess students.

(d) Identification and Referral

In addition to students who enter OFY-San Gabriel with an IEP, students with a suspected disability will be identified in accordance with Child Find. Child Find involves identifying, locating, and evaluating eligible students who are currently enrolled at OFY-San Gabriel. OFY-San Gabriel will comply with Child Find by making public awareness literature regarding the availability of services for special populations accessible to potential students through a variety of means, including posting information to OFY-San Gabriel's website and providing it to parents at enrollment. In addition, Child Find informational posters are hung in the school sites reminding staff that there is a formal process in place to identify students with potential special needs. Parent/adult student requests for an evaluation will be responded to within fifteen (15) days of receiving the request.

The Board of Directors of OFY-San Gabriel has approved a Child Find policy provided in **Exhibit F: Child Find Policy**.~~https://drive.google.com/open?id=1WFoy6C2lthVZgl9ayOT2X_E8cq6VJhcj~~ The policy adheres to the Federal and State laws to identify all students who may require an assessment to consider special education eligibility. Child Find activities are conducted so that students who have or are suspected of having a disability and needing special education related services are appropriately identified and if necessary, referred for evaluation in accordance with state and federal laws.

Child Find is also conducted through SST meetings, the RtI process, case management meetings, screening programs, referrals from outside agencies, and/or teacher or parent referrals. OFY-San Gabriel has an SST in place as part of the RtI process and students may self-refer or be referred by a parent, teacher or other staff member. OFY-San Gabriel has several guiding sources for referrals. Every student who enrolls in OFY-San Gabriel takes a diagnostic assessment to assist with developing the student's learning plan. Should student scores reveal that a student is at risk of meeting the state Content Standards or state Core Standard, an SST shall consider the student's need for "supported" instruction and/or behavioral interventions in order to help the student succeed. An SST addresses student learning needs and ensures that referrals to consider special education are appropriate. The student is then monitored for additional action if necessary.

The multidisciplinary SST is composed of a school psychologist as a case manager, special education specialist, general education teacher, parent, student, if appropriate, and as necessary, other professionals, who meet to review the student's strengths, weaknesses, areas of need, and to develop applicable interventions.

If the student fails to progress through the three tiers of RtI, an assessment is conducted in all areas of suspected disability by qualified professionals per the IDEA. An assessment report is developed, and parents receive a copy of the report. The assessment report is shared at the IEP team meeting, and the team members determine whether the student is eligible. To be eligible, the student must have one of thirteen qualifying disabilities, and the disability must adversely impact educational performance. A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (Education Code Section 56303). If a student is deemed eligible, the IEP team develops goals and objectives that guide the student's education at OFY-San Gabriel. Should a parent, teacher, or student request an initial assessment

for special education services, OFY-San Gabriel shall comply with and complete the request adhering to all required timelines.

As part of the referral assessment and special education process, the IEP team assesses all areas of suspected disabilities, develops and considers the present levels of performance, develops annual goals for the student for any areas which are identified of concern or below expected performance in present levels, determines services needed to meet those goals, and describes what accommodations and modifications the student will need to demonstrate satisfactory progress.

(e) IEP Meetings

OFY-San Gabriel shall arrange and provide prior written notice when holding an IEP meeting, and IEP team members shall comply with State and Federal law. OFY-San Gabriel shall be responsible for having the following individuals in attendance at the IEP meetings: an administrator or designee with appropriate administrative authority as required by the IDEA, the student's parent or guardian, the student's special education specialist, any other related service provider, the student's general education teacher, the student, if appropriate, and other OFY-San Gabriel representatives who are knowledgeable about the regular education program at OFY-San Gabriel and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include but is not limited to, an appropriate administrator to comply with the requirements of the IDEA, and shall document the IEP meeting as well as provide notice of parental rights.

(f) IEP Development

OFY-San Gabriel understands that the decisions regarding eligibility, goals and objectives, services, placement, program, and exit from special education shall be the decision of the IEP team and parent or guardian approval, pursuant to the IDEA. Services, placements, and programs shall be provided to all eligible students enrolled in OFY-San Gabriel in accordance with the policies, procedures, and requirements of Federal law, State law, and District and SELPA policies.

(g) IEP Implementation

OFY-San Gabriel shall be responsible for the implementation of the IEP. As part of this responsibility, OFY-San Gabriel shall provide parents with reports on the student's progress towards their IEP goals and objectives as provided in the student's IEP. OFY-San Gabriel shall also provide all home-school coordination, information exchange, as well as all curriculum, classroom materials, classroom modifications, and assistive technology.

(h) Interim and Initial Placements of New Charter School Students and Transfers Out of the Charter School

In accordance with Education Code Section 56325, students who enroll in the Charter School from another school, whether within or outside of California, shall be provided a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days through a 30-day interim placement, by which time OFY-San Gabriel shall adopt the previously agreed upon IEP or shall develop, adopt, and implement a new IEP that is consistent with Federal and State laws.

Any student who transfers out of OFY-San Gabriel and returns to their district of residence or another school will receive their school records, a summary of progress towards IEP goals, and up-to-date documentation of work completed including course credits. All IEP records and documentation will be transferred to the new school upon receipt of a records request.

(i) Non-discrimination

It is understood and agreed that all students will have access to OFY-San Gabriel and no student shall be denied admission or encouraged to dis-enroll from OFY-San Gabriel due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for special education services.

(j) Parent or Guardian Concerns and Complaints

OFY-San Gabriel follows Federal, State, District and SELPA policies for responding to parental concerns or complaints related to special education services. OFY-San Gabriel's Principal shall receive any concerns raised by parents or guardians regarding related services and rights and will work with the special education staff to determine the best plan of action to resolve the issue. The authorizing District will be notified of any formal complaints. OFY-San Gabriel's designated representative shall investigate, respond to, and address the parent or guardian concern or complaint consistent with Federal, State, District and SELPA policies.

(k) Due Process Hearings

OFY-San Gabriel may initiate a due process hearing or request for mediation concerning a student if it determines such action is legally necessary or advisable. If a student's parents or guardians file for a due process hearing or requests mediation, OFY-San Gabriel shall follow the Federal, State, District and SELPA procedures for addressing the filing of a due process hearing.

(l) Special Education Program

OFY-San Gabriel intends to serve students with disabilities based on the needs and the IEP services of the students. Services may be provided by individual instruction, small group pull-out/push-in model (during general education instruction) and direct instruction collaboration with the provision of reasonable supplementary supports and services and/or modifications and accommodations. The special education team will collaborate with an NPA/NPS for students that need intensive supports.

The special education specialist and other related-services providers will maintain communication with the general education teacher, student, and parent to ensure the student is progressing in their IEP goals. The general education teacher, special education specialist ("SES"), and other related-services providers communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements. The student meets with the SES and/or related-services providers at OFY-San Gabriel's school site based upon a specified appointment time. Additionally, the school psychologist and SES monitor student performance, the student's previous special education status, previous test scores, and assist with implementing interventions to address concerns. The special education specialist collects and monitors the student's performance data to assist with analyzing the effectiveness of the interventions and to determine additional action when needed.

For students receiving specialized academic instruction, the SES uses OFY-San Gabriel's curriculum to address the goals and objectives written in the student's IEP. The SES may develop lesson plans based on student IEP goals to support skill acquisition and development.

Individual student progress is evaluated on a monthly and quarterly basis and measured by compliance with the Student Master Agreement (signed at enrollment, specifying agreement to the policies, education model, and programs of the school), the IEP, attendance, credit completion, and participation in State standardized tests. Each student's IEP goals are monitored through charting, observation, and assessments. Student progress regarding IEP goals are shared with parents on at least a quarterly basis and as provided by the IEP. In the case where a student with disabilities has difficulty progressing in OFY-San Gabriel's program, an IEP meeting is scheduled to discuss further interventions and supports with the intention of improving student credit accumulation and progress towards IEP goals.

Annual IEP meetings and triennial IEP meetings are scheduled with the parent, student, special education teacher, general education teacher, service provider(s), school pyschologist (for trienniels), and an administrator or administrative designee to ensure that everyone has meaningful participation in the IEP process. The student's case manager is responsible for monitoring the provision of all primary and related services. The case manager assures that all service providers submit progress reports towards goals and objectives during the required reporting periods. Quarterly progress reports are provided to the parent and student to communicate the student's progress towards meeting their IEP goals. The special education staff tracks special education student performance and provides yearly summaries for the special education program at OFY-San Gabriel. This information assists the leadership staff and the special education staff in adjusting program support and identifying successful intervention programs. Data collected includes monthly work completion, Renaissance Star Assessment ~~TAR exam~~ scores, attendance rates, length of stay in OFY-San Gabriel, graduation rates, and State standardized test results. Students who were previously identified as special education students but are no longer eligible for services will be offered additional support by the general education staff and the special education staff. Should a parent request reinstatement of special education services or should staff believe that there is a suspected area of disability, an assessment, and an initial IEP meeting will be held.

The special education specialist or school psychologist, if the student has a related service only, will share primary responsibility for ensuring appropriate interventions are applied, monitored, and adjusted so that adequate progress is made by the student. OFY-San Gabriel provides all services for students with disabilities in conformity with their IEP as well as in compliance with the IDEA (20 U.S.C. § 1400 et seq.) and all applicable State laws.

(6) Section 504, the Americans with Disabilities Act, and the Americans with Disabilities Amendments Act

OFY-San Gabriel recognizes its legal responsibility to ensure that any qualified student with a disability shall, on the basis of disability, not be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of OFY-San Gabriel. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodation by OFY-San Gabriel.

OFY-San Gabriel complies with Section 504 as it relates to students with disabilities by conducting assessments, determining eligibility, developing and implementing Section 504 Plans, providing all

placement, services, and accommodations, and responding to parent concerns and complaints. OFY-San Gabriel uses the District's standard Section 504 Notice of Procedural Safeguards. When a student qualifies for and receives an annual Section 504 support package, students and parents will receive a copy of the Notice of Procedural Safeguards that inform them of their rights under Federal and State laws as well as critical information they can use to assist in accessing support for the student.

(a) 504 Determination

A 504 team will be assembled by the administrative designee and will include the parent or guardian, the student, and other qualified persons knowledgeable about the student. The 504 team reviews the student's existing records—including academic, social, and behavioral records—and is responsible for determining whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but was found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which evaluates the nature of the student's disability and the impact on the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational programs and activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

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

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The school administrator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and the school administrator will review the 504 Plan with long-term substitutes. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will

be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility. Additional information is provided in **Exhibit F: Identification and Education Under Section 504 Policy and Guidelines**.

f) Homeless and Foster Youth

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each student of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other students. The Charter School shall provide specific information in its outreach materials, websites, at community meetings, open forums, and center meetings to notify parents that the school is open to enroll and provides services for all students.

The Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Charter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

The Charter School shall comply with AB 408 by establishing homeless education program policies addressing the rights of homeless youth and update these policies every three years. The homeless liaison will annually train certificated and classified employees who work with homeless youth on the policies and how to recognize signs that a student is at risk of experiencing homelessness.

g) Free Application for Federal Student Aid/California Dream Act Information for Pupils Entering Grade 12[MW15]

OFY-San Gabriel will ensure that each of its pupils receives information on how to properly complete and submit the Free Application for Federal Student Aid ("FAFSA") or the California Dream Act applications, as appropriate, at least once before the pupil enters 12th grade in accordance with Education Code Section 51225.8. To accomplish this, the Post-Secondary Counselors meet with students to discuss this information. Additionally, OFY-San Gabriel holds a Financial Aid Night at least once per school year to provide information and support to students in connection with the FAFSA application process. OFY-San Gabriel will ensure that a paper copy of the FAFSA or the California Dream Act application is provided to each student upon request.

h) Transportation

OFY-San Gabriel believes that its program should be available to all students, regardless of their current living arrangements. OFY-San Gabriel will provide bus passes to students who need transportation assistance. In addition, pursuant to IDEA, OFY-San Gabriel will find appropriate transportation accommodations for students with disabilities as detailed in the students' IEPs. A copy of the Transportation Safety Plan can be found in **Exhibit B: Student Handbook**. ~~https://drive.google.com/open?id=1fvDfGxRK2M0qeJ0joSHcfvd5oXNzAuVD~~

6. Professional Development

OFY-San Gabriel believes in the importance of providing ongoing professional growth opportunities for its staff and credentialed teachers. Professional development offerings, founded in research-based best

practices, are designed to support staff in building their capacity to provide the most effective instructional program to its diverse student population. OFY-San Gabriel is committed to:

- Creating a culture of growth and reflection for all staff in order to benefit student achievement and efficacy in a nonclassroom-based environment.
- Using data-driven methods to analyze student achievement data in order to make impactful PD offering decisions.
- Training all new teachers to ensure consistency in teacher practice including information about school model, student population, curricular and instructional practices, accountability measures, best practices of effective teaching in a non-classroom based environment, intervention support, and other aspects of the charter.
- Providing instructional professional development to support the effective implementation of Common Core and Next Generation Standards and student growth on [MW16]corresponding state assessments for CAASPP.
- Offering professional development events throughout the school year in a variety of group sizes and settings, including in-person and virtual, based on the needs of the charter.
- Supporting teachers in providing tier-based interventions for all students including LCAP subgroups to be successful in instructional programs.
- Training teachers on the Charter School's curriculum for all program models including, but not limited to, independent study, small group instruction, and online learning platforms
- Providing training and coaching in effective instruction in the independent study model including, but not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students.
- Providing training and coaching in effective instruction in the small group instruction environment including, but not limited to, lesson planning, learning targets, student engagement, classroom culture, feedback, checks for understanding, student grouping, and effective teaching strategies.
- Providing training and coaching in effective instruction in an online learning platform including, but not limited to, student pacing, feedback, accountability, checks for understanding, and study skills for students.
- Providing instructional coaching to support teaching and learning in the classroom and at the independent study desk to increase teachers' capacity in their positions.
- Observing teachers to provide feedback for growth.
- Training teachers in new policies, legislation, and initiatives to maintain compliance by coordinating with all necessary departments, including but not limited to, Chemical Hygiene Plan, Mandatory Reporting, Health and Safety, Threat Assessment, and Child Find.
- Developing the leadership team, including but not limited to the Superintendent, Assistant Superintendents, Director-level positions, Principals and Assistant Principals, to create more effective instructional and operational leaders at their school sites.
- Offering additional professional development opportunities, including conferences and workshops.
- Holding regular in-service staff meetings to receive interdepartmental support and provide consistent opportunities for leadership to work with all staff.
- Creating professional learning communities for staff of similar subject matter to meet regularly to focus on student growth and achievement.
- Modifying and shifting professional development opportunities based on the needs of students and staff and any new programs, initiatives, or extraordinary situations.
- Ensuring all staff attend sexual harassment and discrimination training.
- Training staff on suicide prevention policies and mandated reporting.

- Training staff on school safety measures.
- Holding regular school level meetings to provide information and instruction on new policies that affect student learning.

OFY-San Gabriel is committed to the ongoing development of its staff at all levels and in all positions. Professional development is considered a continuous cycle with the goal of positively affecting student achievement and increasing teacher and student efficacy. From large scale PD events, to one-on-one coaching, and small group PLCs, professional development is woven into the school culture. Credentialed staff are supported by PD events and opportunities to support their instructional expertise. They also have access to instructional coaching at the school level. In addition to credentialed staff, classified staff are provided opportunities to grow in their positions and skill sets.

All staff participate in an on-boarding process to ensure they are prepared and acclimated to the school culture. After completing new-hire paperwork with a member of the Human Resources Department and/or a member of the Charter School's leadership team, new staff meets with the instructional coach and or a school site leader to receive further training on expectations. This includes, but is not limited to, rules, dress codes, contact information for site specific leadership staff, communication procedures, and information on their further training. They then receive extensive training and experience in different formats that may include a group setting, observations, and shadowing programs, giving them months of support to ensure they will be effective members of the Charter School's team.

OFY-San Gabriel's staff are provided various access to professional development opportunities based on their needs and goals. OFY-San Gabriel fully believes in providing staff a voice and choice in their professional growth. Staff can request personalized PD to fit their needs. Staff also has access to a digital Learning Management System with training courses such as Online Curriculum Certification, Google Mastery Courses, and Intervention Course Support. OFY-San Gabriel provides professional development focused on delivering the most effective instructional program for its students as well as enhancing teachers' skills in a variety of instructional formats, including increasing technology integration skills. Professional development opportunities are designed to meet school goals including, but not limited to, LCAP, WASC, and to support the increase in enrollment and retention in direct instruction classes, increased student and staff engagement, and growing teacher efficacy.

Element 2: Measurable Student Outcomes[MW17]

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

A. Performance Outcomes and Assessments

The Charter School's annual goals that align to the eight state priorities are included in the document provided in **Exhibit A: Local Control and Accountability Plan**. OFY-San Gabriel complies with Education Code Section 47606.5 regarding the process for adopting and amending its LCAP, including requirements to hold at least one public hearing to solicit recommendations and comments from members of the public and to post the LCAP on the homepage of the school's website. Additional exit outcomes align with the mission of OFY-San Gabriel.

B. Performance Goals

OFY-San Gabriel's annual goals and student outcomes are aligned with the eight state priorities and meet state content and performance standards in core and non-core courses pursuant to Education Code Section 47605(b)(5)(B). OFY-San Gabriel tracks school performance annually through the LCAP as well as tracking various internal measures of success that reflect the needs of the unique student population served. As a school participating in the DASS program, these internal measures include alternative metrics which have been mutually agreed upon with the authorizing school district. OFY-San Gabriel will monitor pupil achievement via multiple measurable methods including:

- School, district, state and federal assessments
- Internal Academic Benchmark Testing (e.g., ~~Star~~ Renaissance Star Assessments)
- Tracking student coursework completion towards graduation
- Tracking EL Student progress towards reclassification

Students are also administered a diagnostic assessment in reading and math using the ~~Star~~ Renaissance Star benchmark assessment system. Student results are analyzed, thus enabling the teachers to identify skill deficiencies and develop targeted lessons to improve student growth and understanding. Teachers monitor student progress continuously, allowing for highly personalized instruction, pacing, and intervention. OFY-San Gabriel instructional staff administers the ~~Star~~ Renaissance Star Assessments three times a year (fall, winter, and spring) to determine growth in mathematics and English language arts.
~~https://drive.google.com/open?id=1DGYYr0UksBdpy_v3xoblEYe6qdcFjcm9~~

1. *Alternative Metrics Under DASS*

As a Dashboard Alternative School Status ("DASS") school, renewal criteria and measurable student outcomes will be established locally in agreement with the authorizing District. Pursuant to Education Code Section 47607(c)(7) as amended by Assembly Bill 1505 (2019) and operative July 1, 2020, in determining whether to grant a charter renewal for OFY-San Gabriel, the District shall consider, in addition

to the Charter School's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5(c), the Charter School's performance on alternative metrics based on the pupil population served. The District is required to meet with OFY-San Gabriel during the first year of the Charter School's renewal term to mutually agree to discuss alternative metrics to be considered pursuant to section 47607(c)(7) and to notify OFY-San Gabriel of the alternative metrics to be used within thirty (30) days of this meeting. The District may deny a charter renewal pursuant to Section 47607(c)(7) only upon making written findings, setting forth specific facts to support the findings, the closure of the charter school is in the best interest of pupils.

The California School Dashboard is only one measure of OFY-San Gabriel's performance and while some of the metrics reflect the work the school is doing with a high-risk population fairly accurately, others fall short. Therefore, alternative metrics serve to evaluate the school in a way that reflects the nuances of the unique student population served.

OFY-San Gabriel's Alternative Metrics (2021-2027)

INSERT TABLE

2. *Alignment of Pupil Outcomes to State Priorities*

LCAP goals are updated annually to reflect the changing needs of the students. These goals address all eight state priorities, offer a detailed plan for how we can reach our goals, and are shared with the District for review. An example breakdown on how OFY-San Gabriel meets these goals is included in **Exhibit A: Local Control and Accountability Plan** and is provided in the tables below:

LCAP Goal 1

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. **State Priorities Addressed:** 2, 4, 5 & 8		
	Metric	**Desired Outcome for 2026-27 [PO18]**
1	Reclassification rates	Annually the charter aims to maintain or increase the EL eligible student reclassification rate at 75% or higher.
2	SpEd Graduation rates	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.
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

LCAP Goal 2

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.
State Priorities Addressed: 2, 4, 5, 7 & 8

	Metric	Desired Outcome for 2026-27[PO19]
1	UC/CSU (A-G) Completion. The Charter School will strive to increase the percentage of students in the combined four- and five-year graduation cohort who meet UC/CSU entrance requirements (A–G completion), thereby expanding postsecondary opportunities and college readiness for graduates.	By 2026–27, maintain or increase the overall percentage of students meeting UC/CSU A–G requirements at 20% or higher, with continued focus on Improving outcomes for student groups performing lowest on the College/Career Indicator (CCI) on the California School 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 in the 4-5 year graduating cohort complete dual enrollment college classes through 2026-27, as well as students with the lowest CCI performance on the CA dashboard.
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 School 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.
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.

LCAP Goal 3

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.

State Priorities Addressed: 1, 3, 5 & 6

	Metric	**Desired Outcome for 2026-27[PO20]**
1	Suspension Rates	The Charter School 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
4	Basic Services	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
5	Dropout Rates	Maintain middle school and high school dropout rates below 5% annually.

Element 3: Methods to Assess Pupil Progress

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

A. Accountability for Student Progress

OFY-San Gabriel is accountable for student progress and administers the following assessments: Renaissance Star ~~Abenchmarking a~~ssessments in reading and mathematics, the California Assessment of Student Performance and Progress ("CAASPP") and other California-mandated assessments. OFY-San Gabriel establishes yearly performance goals and uses the data from the assessments listed above to determine the effectiveness of the educational program. OFY-San Gabriel is also evaluated according to student and parent satisfaction indices, the number of students graduating from the program, and the number of students recovering credits and returning to traditional school environments.

OFY-San Gabriel is committed to meeting the State's grade-relevant standards and will use a variety of assessments to inform student progress, including state-mandated testing.

OFY-San Gabriel administers the following assessments to measure academic progress:

California Assessment of Student Performance and Progress (CAASPP)
The California Assessment of Student Performance and Progress includes the Smarter Balanced Summative Assessments; the California Alternative Assessments (CAA); including the CAA for Science; the California Science Test (CAST); and the California Spanish Assessment (CSA).

The primary purpose of the California Assessment of Student Performance and Progress system is to assist teachers, administrators, students and parents by promoting high quality teaching and learning using a variety of assessment approaches and item types.

Smarter Balanced Summative Assessments for ELA and Mathematics
The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.
The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

California Science Test (CAST)
The California Science Test measures what students know and can do using the California *Next Generation Science Standards* (CA NGSS), which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences and Physical Sciences. These standards integrate Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the world. The purposes of the CAST are to assess student knowledge and skills in science, to foster science education at every grade level, to measure the range and depth of the CA NGSS, and to prepare students for college and careers.

English Language Proficiency Assessments for California (ELPAC)
The English Language Proficiency Assessments for California system is used to determine and monitor the progress of English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading and Writing.

Initial ELPAC
The Initial ELPAC is administered only once to students in grades K-12 whose primary language is not English to determine their English language proficiency status.
Summative ELPAC
The Summative ELPAC is administered to students in grades K-12 who have been identified as English learners to measure their progress toward English language proficiency in the four domains: Listening, Speaking, Reading and Writing.

Group Reading Assessment and Diagnostic Evaluation (GRADE)
The GRADE assessment is administered up to three times a year. This assessment provides a norm-referenced, research-validated measure to determine when students need to enter or exit the course, place students in one of nine skill/reading levels, and determine which students need basic foundational skills instruction and practice. Specific skill areas measured are vocabulary, sentence comprehension, listening comprehension and passage comprehension.

Newcomer Screener
The Newcomer Screener assessment serves as a guide for teachers to determine current basic interpersonal communication skills in English and an appropriate starting point for newcomer language instruction. Specific areas assessed are knowledge of pronouns, plurals, possessives, numbers, and time written out.

Renaissance ~~Benchmark Assessment System~~Star Assessments
The Renaissance ~~Benchmark~~Star Assessment System is a K-12 comprehensive, benchmark assessment that provides students, teachers and administrators the data they need to ensure students reach high levels of academic performance. Renaissance ~~benchmark~~ transforms assessment data into action steps for teachers, giving them helpful insights and tools to strengthen instruction. The Renaissance ~~benchmark~~Star Assessments ~~is~~ are administered three times per school year (fall, winter, and spring) to determine growth in English language arts and math. Individual student academic growth is measured using the Renaissance assessment system, which is nationally normed and aligned with CCSS. Renaissance Star A~~a~~ssessments allow~~s~~ OFY-San Gabriel to monitor individual student performance taking into account their current achievement level and make comparisons to demographically similar students nationwide. This computer-adaptive assessment tool allows for the measurement of student academic mastery in reading and math and growth over time. Students take the Renaissance Reading and Math Assessments after enrollment and during two additional benchmark assessment windows. These benchmark assessments provide teachers with a snapshot of each student's reading and math levels. Follow-up assessments identify student deficiencies so that the teacher can provide individualized, targeted interventions. OFY-San Gabriel is able to track the skill growth of the student population as a whole and the Renaissance Star A~~a~~ssessments allow OFY-San Gabriel to design formative and summative assessments that align with the school's personalized curriculum.

Physical Fitness Test (PFT).
The California State Board of Education designated the *FITNESSGRAM* as the PFT for students in California public schools. The *FITNESSGRAM* is a comprehensive, health-related battery of physical fitness tests developed by The Cooper Institute. The primary goal of the *FITNESSGRAM* is to assist students in establishing lifelong habits of regular physical activity. Students in grades five, seven, and nine are required to take the PFT.

Teachers address assessment results by developing intervention strategies to meet any academic deficiencies. Parents are informed through parent-teacher conferences, IEP meetings, and Section 504 conferences. OFY-San Gabriel participated in the Dashboard Alternative School Status Growth Data Pilot Project, a Professional Learning Network project sponsored by CCEE and led by CSDC. Through this project, the school collaborated with other alternative schools to optimize analysis of student performance.

B. Progress Assessment Methods

Students are regularly assessed to determine skill level growth and the appropriateness of the program for meeting their individual needs. All students participate in testing programs as required by law. OFY-San Gabriel annually reports student achievement data to staff, parents, and the District. Teachers use the data to determine students' areas of strengths and weaknesses and adjust their instructional methods or curriculum accordingly; administrators use the data to review staff performance and create relevant professional development; the Board of Directors of OFY-San Gabriel uses the data to evaluate the performance of school leaders and the educational model; and the District is able to use the data to evaluate the performance of OFY-San Gabriel.

We directly and digitally track student progress, which school staff members use to analyze and improve learning. Staff have access to data reports through their student information system, as well as through Tableau data visualizations. All staff are trained to use these digital analytical tools and are offered training annually on how to utilize available data to drive decision making.

Teachers at OFY-San Gabriel use multiple formative, summative, and student self-assessments to track student progress and inform instruction. Formal and informal assessments within each instructional unit and course provide teachers and students real time data to evaluate the effectiveness of content delivery and standard mastery achievement. Teachers and students use the data when working collaboratively on ILPs. Teachers and leadership further utilize this data to inform teaching skills and additional professional development offerings. These are essential components of the Charter School's instructional model. Appropriately selected and administered assessment instruments are aligned to the mission, exit outcomes, and curriculum of OFY-San Gabriel. These assessments provide information that is critical for:

- meaningful placement decisions,
- documentation of student growth through pre-testing and post-testing,
- assistance to teachers in making effective decisions about instructional content and pacing for individual students, and
- Evaluation of overall program effectiveness.

Test scores are only one indicator of a student's abilities and knowledge. Such scores are best used in the context of other information about the student and only after careful consideration of the most appropriate test to administer and a full understanding of the individual student being tested. This is

particularly true for a high-risk student whose progress is not typically reflected by traditional evaluation methods. OFY-San Gabriel uses multiple measures and indicators to accurately determine student success and inform instruction. These measures include a variety of assessments such as standardized assessments, California-mandated assessments, benchmark assessments, teacher-developed rubrics, performance tasks, and portfolios. A list of subjects and the type of assessments used are provided in Table C.1.

Table C.1: Subjects, Assessment Tools, and Frequency of Assessment

Subject	Assessment Tools	Frequency
English Language Arts	Renaissance Star ELA benchmark assessment	Three times per year
	Oral presentation	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	SBAC	Annually
Mathematics	Renaissance Star math benchmark assessment	Three times per year
	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	SBAC	Annually
Science	Lab reports	Ongoing
	Rubric-based performance tasks	Ongoing
	Unit Assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	CAST	Annually
Social Science	Oral presentation	Ongoing
	Rubric-based Performance Tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
World Languages	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
Health/PE	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion
	Physical Fitness Test (FitnessGram)	Annual for required grades

Electives	Rubric-based performance tasks	Ongoing
	Unit assessments	Upon unit completion
	Summative assessments (e.g. End of Course)	Upon course completion

Teachers use these reports and measures to develop intervention strategies, provide appropriate support for students, assign courses, appropriately plan small group instruction. These measures have also been used to improve and/or modify the curriculum based on student academic needs. Teachers address assessment results during individual meetings and develop intervention strategies to meet any academic deficiencies. Parents are informed through parent-teacher conferences, IEP meetings, and Section 504 conferences.

C. Uses of Assessment (Baseline and Diagnostic)

OFY-San Gabriel begins the initial registration process by identifying the particular needs of each student at intake. This includes a parent conference and student goal setting. This process provides the student's teacher with an initial understanding of the student's communication skills, the student's perspective on school, why the student left his or her previous learning environment, and what the student's goals are. This information provides insight the teacher can use to help the student shape educational and personal goals. This approach is vital to the overall success of the personalized learning process.

Once the student is enrolled, the teacher, student, and parents work together to develop an ILP to help maximize the student's success in the program. OFY-San Gabriel recognizes that individual students have varied, often changing needs, and teachers adjust the ILP to meet these needs; however, any adjustments still maintain strict adherence to a well-defined set of content standards and graduation requirements. Student success is achieved through a balance between structure and flexibility in the learning process.

D. Student, Teacher, and School Use of Data

Through data-based inquiry and guided reflection, assessment practices, and outcomes at the charter school will be used to maximize student learning, inform teacher practice, and improve the educational program at the school. To achieve this goal, the charter school will collect, analyze, and disseminate data to students, teachers, and families and our community so that we may work together to achieve our mission. Data is used to:

- Set and monitor measurable school and grade level goals and achievement targets, as well as actions for achieving those goals
- Identify areas of overall strength for the school and individual classes, as well as the programmatic and instructional practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge for the school and individual classes, as well as their possible causes. Then, develop action steps for intervention and professional development that may be required.
- Identify small groups and individual students who require further enrichment or intervention to maximize their development.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model.

- Identify areas of individual strengths and areas of challenge in a student's learning, to leverage strengths and support areas of weakness and inform the development of goals for each child, made in concert with families during the Student Led Conferences.

Data is accessible to teachers and administrators through the student information system (SIS), StudentTrac, and through data analytics dashboards on Tableau. StudentTrac is an SIS designed specifically to support the data tracking needs of the Charter School's highly individualized independent study model. Tableau reports are built specifically for the Charter School to support accurate evaluation of the school and student performance for their unique student population. Reports in Tableau and the SIS provide data related to many metrics, including multiple measures of academic performance and growth, demographics, school climate, engagement, college and career preparedness, and cohort outcomes. Data is reviewed in professional development workshops and during comprehensive needs assessments conducted throughout the year, as well as to inform the LCAP and strategic goal setting.

The Charter School utilizes Tableau for enrollment, student contact information, grading, report card, and attendance to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency several systems are used, for example, StudentTrac, Tableau, Test Operations Management Systems, and ~~Star~~ Renaissance Star Assessments digital reporting tools.

1. *School and Family Use of Data – Reporting to Families*

The Charter School strives to continuously inform parents about their child's progress, through a combination of formal and informal reporting structures. Informal reporting to parents may occur through such methods as face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families will include Report Cards, Assessment Results, Student-Parent Conference, and Achievement Chats as detailed in Table D.1. reports will be user-friendly and provided in the families' native language. Parents will have access to performance tasks, content assessments, and portfolios upon request.

Formal Reporting to Families

Type	Purpose	Frequency
Mailings & Information Sessions	● Share key assessment results with families as collected to ensure families have access to, and an understanding of their children's progress to data. ● Provide information sessions to support families in understanding assessment results, through Achievement Chats and formal and informal meetings.	Ongoing
Online Grade Book and Report Card (StudentTrac)	● Share attendance and assessment data, as well as mastery levels in Subject Areas ● Provide transparency on student work and progress toward graduation, career, and college goals ● Develop ownership of academic strategic planning for both the student and family	Ongoing

2. *School, County and State Use of Data*

Local Control Accountability Plan ("LCAP")
The Charter School will continue to use the multiple forms of data collected to assess progress toward the goals outlined in Element 1 of the charter petition. Pursuant to Education Code 47606.5, on or before July 1st of each year, the Charter School will produce a Local Control Accountability Plan (LCAP), which shall update the goals and annual actions to achieve the goals identified in Element 1 of this charter petition regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to its authorizer annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card ("SARC")
The Charter School will continue to compile data for the charter school each academic year to produce a School Accountability Report (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, Board of Directors, and community at large.

E. Student Skill Growth – Formative Assessments and Progress Monitoring

Comprehensive skill growth is measured using multiple assessment measures. One metric used for student level and school wide data tracking is the Renaissance Star Aassessment system, which is nationally normed and aligned with CCSS. Renaissance Star Aassessments allow OFY-San Gabriel to disaggregate data, evaluate curriculum, and compare students' skill growth to that of students at other schools with the same educational model.

This computer-adaptive assessment tool allows for the measurement of student skill levels shortly after enrollment and skill growth over time. Students take the Renaissance Star Reading and Math Assessments after enrollment and during two additional benchmark assessment windows. These benchmark assessments provide teachers with a snapshot of each student's reading and math levels. Follow-up assessments identify student deficiencies so that the teacher can provide individualized, targeted interventions. OFY-San Gabriel is able to track the skills growth of the student population as a whole, by subgroups, by teacher/class and by student. These assessments are used to inform instruction and further individualize a student's programs of study.

F. Student Standards Mastery

Each student is placed in the core subjects of ELA and mathematics based upon his or her assessed achievement levels, transcripts of previous coursework, state test results, and other data. Mastery of skills is determined by one or more of the following: teacher observational data, work samples, unit tests, and formative and summative assessments. Assessments are tailored to meet the specific learning style of the unique student population, and include compositions, multimedia presentations, and artistic expression.

Students are required to complete a minimum of five academic units of work (equivalent to five credits) each academic month (four-week learning period). In order to earn course credit, a student must

demonstrate mastery, which is defined as a score of 70 percent or higher, on both coursework and unit exams. Students who do not meet this requirement must review and revisit a differentiated instructional process, such as direct instruction, online coursework, or individualized tutoring at the school site in order to master the skills and content.

Students have the opportunity to complete a maximum of ten academic units of work (equivalent to ten credits) during the same four-week learning period. Attendance is calculated, and an audit trail of all coursework is maintained for each student based on Education Code Section 46301.

Element 4: Governance

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

The Charter School is operated by Options For Youth-San Gabriel, Inc., a California nonprofit public benefit corporation and governed by its Board of Directors (also referred to herein as "Board"). Options For Youth -California, Inc. ("OFY-California"), a separate California nonprofit public benefit corporation, serves as the sole statutory member of OFY-San Gabriel as the term "member" is defined in Corporations Code Section 5056. The purpose of the sole statutory membership is to uphold the integrity and overall direction of the OFY schools by providing a shared purpose, mission, values and vision. Each OFY charter school is operated by separate corporations and governed by their own boards of directors (including OFY-San Gabriel), but OFY-California serves as the sole statutory member of each. This governance structure ensures that each school in the OFY network is independent but will remain aligned with the purposes for which the OFY network was founded – to offer an academic recovery program serving predominantly underserved youth using independent study instructional modalities. OFY-California. is a nonprofit public benefit corporation that is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. There are no overlapping board members or officers between OFY-California and OFY-San Gabriel. As the sole statutory member of OFY-San Gabriel, OFY-California, in accordance with IRS requirements may provide services to OFY-San Gabriel in lieu of services from other third-party providers. In such event, the provision of any such services and any amounts to be paid to OFY-California will be memorialized in a Board approved written agreement. OFY-California has no right or authority to direct how OFY-San Gabriel's funds are spent. OFY-California is not involved in the day to day management or oversight of the Charter School and has no right or authority to appoint or remove the school leadership of OFY-San Gabriel. OFY-California will comply with all applicable laws, including any laws that may hereinafter apply to it.

OFY-San Gabriel shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and OFY-San Gabriel. Pursuant to Education Code Section 47604, the District shall not be liable for the debts and obligations of the Charter School operated by OFY-San Gabriel or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

A. Role and Responsibilities of the Board of Directors

OFY-San Gabriel is governed by its Board in accordance with its Articles of Incorporation filed with the Secretary of State and its bylaws, which shall be consistent with the terms of this charter. See **Exhibit H: Articles of Incorporation, Bylaws and Conflict of Interest Code**.
~~https://drive.google.com/open?id=1Wd2Je2Aibe5U1KOa8wCggjF5oWQIMyYM~~

OFY-San Gabriel's Board is comprised of three (3) members, who manage the business affairs of OFY-San Gabriel. Board Members are selected based on background and education, commitment to the mission of OFY-San Gabriel, and ability to carry out board duties. The Board will be responsible for school policy decisions, including ensuring that the academic program is implemented effectively and results in student academic success. The Board will also adopt appropriate school policies, review the school's financials, oversee student discipline, monitor organization program performance, and ensure other policies are implemented as mandated by State or Federal law.

OFY-San Gabriel will follow all applicable laws, including the Brown Act and Senate Bill 126 (2019). Notwithstanding, meetings of the Board may be held in locations or modalities as may be reasonably necessary to protect the health and safety of the Board, staff and members of the public attending the meetings in compliance with government mandates or orders.

OFY-San Gabriel's Board has multiple oversight responsibilities, including but not limited to:

- Development, review, or revision of OFY-San Gabriel's LCAP and mission,
- Adoption of recommended and required policies, including, but not limited to the Board policy on independent study, fiscal policies and procedures, Student Master Agreement, and the student discipline policy,
- Development and approval of the annual budget,
- Participation in dispute resolution procedures and complaint procedures when necessary
- Approval of amendments to the Charter, including material revisions
- Annual review of the LCAP and Annual Update and approval of the LCAP revisions,
- Approval of annual fiscal and performance audits, and
- Hiring, supervision, evaluation and, if necessary, termination of the Superintendent

The Board may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by any law and which is not in conflict with the purposes for which OFY-San Gabriel is established. Subject to the Charter School's fiscal policies and procedures and subject to Education Code Section 47604 (as amended by Assembly Bill 406 (2019)), OFY-San Gabriel reserves the right to contract with other individuals and entities, whether public, private, for-profit, or nonprofit, in order to accomplish its goals and objectives as stated in this Charter, or to provide any or all services required hereunder, to the extent permitted by law.

The Board Members are selected by OFY-California. Directors serve for a term of one (1) year, but they are not precluded from serving multiple or consecutive terms. Each Director, including a Director designated to fill a vacancy, shall hold office until the expiration of the term for which designated and until a successor has been designated by OFY-California, or until his or her earlier death, resignation or removal. The biographies of OFY-San Gabriel's Board Members are included in **Exhibit I: Board of Directors Biographies**. ~~https://drive.google.com/open?id=1dbchqd-g6LMnvLKFWsxxqXvcIsQUDJXW~~

To ensure stable and consistent legal compliance and effective board practices, OFY-San Gabriel will provide or arrange for ongoing training to its Board Members and leadership team. Topics may include, but are not limited to: understanding charter school budgets, the proper conduct of Board meetings in compliance with the Brown Act, Government Code Section 1090, California Public Records Act, Political Reform Act of 1974, avoiding conflicts of interest, ethics (pursuant to Education Code Section 53235), K-12 public education school finance laws (pursuant to Education Code Section 35221) roles and responsibilities of the Board including fiduciary duties, the Charter School's Fiscal Policies and Procedures including the Procurement Policy, and other topics of relevance in serving on a charter school's governing board.

OFY-San Gabriel shall at all times comply with the applicable law concerning conflicts of interests. The Board has adopted policies and procedures regarding conflicts of interest. OFY-San Gabriel's Fiscal Policies and Procedures and Conflict of Interest Code are included in **Exhibit H: Articles of Incorporation, Bylaws and Conflict of Interest Code** and **Exhibit J: Fiscal Policies and Procedures**. ~~https://drive.google.com/open?id=1sMTec0l2IywOZ_oyWuFrGSS_aymof27U~~

OFY-San Gabriel shall have no authority to enter into contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are approved or ratified by OFY-San Gabriel's Board, as required by law, shall be unenforceable against the District and shall be OFY-San Gabriel's sole responsibility.

B. Roles and Responsibilities of the Superintendent

The Superintendent reports to the Board. The roles and responsibilities of the Superintendent, or his/her designee, include, but are not limited to, the following:

- Oversee the day-to-day management and operation of the Charter School
  - Oversee the effective and efficient operation of the overall curriculum, instruction, assessment, special programs, staff development and general business operations of the Charter School.
  - Supervise communication with the District and county office of education.
- Personnel Management
  - Hire and supervise Assistant Superintendent of Business Operations, Assistant Superintendent of Instruction, Director of Schools, Principal and staff.
  - Oversee the development and implementation of all staff training programs and new staff development, including credential clearing programs.
  - Perform in-service training for new educational programs and instructional materials.
- Financial Management
  - Manage the Charter School's budget and expenses.
  - Oversee the Charter School's fiscal performance.
  - Project annual revenue and manage spending of any Title funds received by the Charter School.
  - Support in the development of the annual budget for the Board's review and approval.
  - Monitor and oversee staff incentive programs.
- Quality Educational Progress and Compliance
  - Evaluate performance of student progress and educational progress.
  - In conjunction with the Charter School's Board, maintain and revise curriculum documents based on systemic review and analysis.
  - Maintain knowledge of state-specific curricular standards, assessment and accountability standards.
  - Report on the status of curriculum and instructional programs and services, including assessment and evaluation information, at the request of the Board.
  - Analyze and disaggregate data from student testing results.
  - Oversee WASC accreditation, special education, graduation and student needs.
  - Actively participate in the observation and evaluation of all educational programs offered by the Charter School.
  - Work closely with the Principal to ensure curriculum and training meet the needs of the student population.
  - Direct teaching staff to provide educational and vocational guidance for students
  - Work with Principal, teachers and staff to resolve any student and parent conflicts as needed.

A detailed description of the Superintendent position is included in **Exhibit K: Job Descriptions**.

C. Ensuring Parental Involvement in Governance

Parents and guardians of OFY-San Gabriel students are encouraged to provide input in making decisions, including decisions that promote parent participation for all student subgroups, specifically students with exceptional needs, foster youth, and English Learners. Various school-wide parent outreach opportunities create positive and meaningful experiences for students. OFY-San Gabriel staff notifies parents, immediately when problems with attendance, academic progress, or personal issues arise. Parents are given suggestions about ways they can support the learning process and a written report of student progress can be provided to parents immediately upon request. Parents may also receive more regular updates by calling or emailing their child's teacher or by visiting the school site.

Communication with parents occurs through digital media, regular phone calls from teachers, open houses each semester, quarterly newsletters, back to school nights, and progress reports. Post-Secondary Advisors hold meetings with parents and guardians to help guide them through post-secondary and financial aid options, as well as host quarterly parent information meetings. Parents may also provide feedback to OFY-San Gabriel via scheduled parental focus group meetings. OFY-San Gabriel has parent information sessions scheduled throughout the year, including back to school nights, other events and LCAP informational meetings in both English and Spanish. Parents/guardians of EL students are also invited to become committee members and/or attend OFY-San Gabriel District English Language Advisory Committee (DELAC) meetings. For more information about the various opportunities for parental involvement at OFY-San Gabriel, please see Element 1.

Element 5: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

OFY-San Gabriel is committed to hiring qualified and dedicated employees for all positions. The Charter School hires knowledgeable and effective staff who connect with our students to empower and inspire them to achieve their goals and provide students with an education that prepares them for college and future careers. In accordance with Education Code 47605(e)(1), OFY-San Gabriel shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any employee or pupil on the basis of the characteristics described in Education Code Section 220. All employees shall be fingerprinted and receive a background clearance in the accordance with Education Code Section 45125.1 prior to commencing employment with OFY-San Gabriel. OFY-San Gabriel shall maintain workers' compensation insurance for its employees.

A. School Employee Qualifications

All instructional and non-instructional staff to be employed by OFY-San Gabriel shall possess the required knowledge, skills, abilities, education, experiences and minimum qualifications identified in each job description. All OFY-San Gabriel employees are subject to all applicable state and federal employment laws. Following are brief descriptions of key positions at OFY-San Gabriel. A detailed description of positions at OFY-San Gabriel and qualifications expected of the individuals in those positions is included in **Exhibit K: Job Descriptions**.
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1. Teachers

Teachers at OFY-San Gabriel shall hold, at a minimum, a Bachelor's degree, and a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment as required by Education Code Section 47605(l)(1). These documents shall be maintained on file at OFY-San Gabriel and shall be subject to periodic inspection by the District. To the extent required by law and applicable to their position, teachers in the Charter School shall meet all requirements of the ESSA.

In accordance with Education Code Section 47605.4, teachers employed by the Charter School during the 2019-2020 school year shall have until July 1, 2025 to obtain the certificate required to the teacher's certificated assignment. In accordance with Education Code Section 47605(l)(2), by July 1, 2020, all teachers in the Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340 and 44341.

2. Superintendent and Assistant Superintendent

The Superintendent and Assistant Superintendent(s) oversee the day-to-day management and operation of the Charter School including but not limited to management of the Charter School's fiscal health, general business operations, and effective implementation of curriculum, instruction, assessment, special programs, and staff development. The Superintendent must hold a master's degree and a Doctor of Education (or currently enrolled in a Doctor of Education Program). The Superintendent must also have a valid teaching credential, Administrative Services Credential, and at least five years of experience in school administration and leadership in curriculum and instruction. The Superintendent reports directly to the

Charter School's governing board. The Assistant Superintendent(s) must hold a bachelor's degree. A Doctor of Education or advanced degree is preferred. The Assistant Superintendent(s) must also have a valid teaching credential, Administrative Services Credential, and relevant experience. The Assistant Superintendent(s) report to the Superintendent.

3. Director Level Positions

Director level positions at the Charter School support the Superintendent and Assistant Superintendent(s) in the management and operation of the Charter School. Director level positions must hold a bachelor's degree. A Doctor of Education or advanced degree is preferred. An Administrative Services Credential and at least 5 years of experience in school administration are required. Director level positions report to the Assistant Superintendent(s).

4. Principal

The Principal shall have, at a minimum, a Bachelor's degree. An advanced degree is strongly preferred. The credential required for a Principal is a single subject and/or Administrative Credential. The Principal will have managerial experience in an education setting and previous experience as an Assistant Principal or equivalent is preferred.

5. Assistant Principal

The Assistant Principal shall have, at a minimum, a Bachelor's degree. An advanced degree is preferred. The Assistant Principal shall have a California clear single subject teaching credential; however, an administrative credential is preferred. The preferred experience and skills of an Assistant Principal include at least 18 months of company teaching experience and supervisory or managerial skills.

6. Other Staff

All other staff members, both instructional and non-instructional, will have the appropriate subject matter expertise, professional experience and demonstrated capacity to work successfully in an instructional support capacity. They will meet minimum qualifications outlined in each job description.

B. Employee Handbook

OFY-San Gabriel has an Employee Handbook for all staff. A copy of the OFY-San Gabriel Employee Handbook can be found in **Exhibit L: Employee Handbook**.
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C. Recruitment

Job openings will be posted on OFY-San Gabriel's website as well as on education-oriented and general interest job sites. As part of the application process, candidates will be screened for experience and qualifications. If a candidate meets all the requirements for the position, an in-person interview will be conducted with OFY-San Gabriel's leadership staff. Before beginning employment with OFY-San Gabriel, selected candidates must pass a thorough background check, which includes screenings by the Department of Justice and the Federal Bureau of Investigation, past employment verification, reference

checks, and a tuberculosis ("TB") risk assessment. Newly hired teachers will participate in a training program prior to teaching to learn OFY-San Gabriel's curriculum, instructional model, and data-tracking systems.

In order to recruit and retain well qualified and experienced personnel, OFY-San Gabriel will offer a competitive salary and benefits package, as well as provide ongoing opportunities for professional development and training. OFY-San Gabriel is committed to maintaining a discrimination-free workplace to ensure the continued delivery of quality educational programs.

D. Change in Employment Status

In compliance with Education Code Section 44030.5, the Superintendent (or designee) will report any change in the employment status of an employee with a credential to the Commission on Teacher Credentialing not later than thirty (30) days after a change in employment status, if the employee, while working in a position requiring a credential, and as a result of an allegation of misconduct or while an allegation of misconduct is pending, is dismissed, is non-reelected, resigns, is suspended or placed on unpaid administrative leave for more than ten (10) days as a final adverse action, retires, or is otherwise terminated by a decision not to employ or reemploy.

Element 6: Health and Safety Procedures

***Governing Law**: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (a) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, OFY-San Gabriel has adopted and implemented full health and safety policies and procedures as well as risk management policies at its school sites in consultation with its insurance carrier and risk management experts. See **Exhibit M**: **Chemical Hygiene Plan**. ~~https://drive.google.com/open?id=1Ggn_BDtQYVb2KnNThFrzoeTlvp73j9fk~~OFY-San Gabriel may implement other temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

The following is a summary of the health and safety policies of OFY-San Gabriel.

A. Procedures for Background Checks

Employees and contractors of OFY-San Gabriel shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Section 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. OFY-San Gabriel shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent of OFY-San Gabriel (or designee) shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board of Directors will monitor the fingerprinting and background clearance of the Superintendent. Volunteers who will volunteer work outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

B. Role of Staff as Mandated Child Abuse Reporters

All employees shall be mandated child abuse reporters and follow all applicable reporting laws, pursuant to the same policies and procedures used by the District. OFY-San Gabriel shall provide mandated reporter training to all employees annually, in accordance with Education Code Section 44691.

C. Health and Safety of Students and Staff

1. Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

2. *Immunizations*

OFY-San Gabriel will adhere to all laws related to legally required immunizations for students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. OFY-San Gabriel's immunization policy can be found in **Exhibit N: Immunization Policy**. ~~https://drive.google.com/open?id=1sDvbKPR2_0aX1c4MCuM9x4hETlTUS99B~~

3. *Medication*

OFY-San Gabriel will adhere to Education Code Section 49423 regarding the administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. OFY-San Gabriel's medication policy can be found in **Exhibit O**: **Medication Policy**. ~~https://drive.google.com/open?id=18pqi6xU1gHYSkPbNNPCQS-b2e7iCgONJ~~

4. *Vision, Hearing, and Scoliosis*

Students will be screened for vision, hearing, and scoliosis. OFY-San Gabriel will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

5. *First Aid*

Administrators, teachers, and staff members shall be trained to provide emergency and first aid response to assist in providing a safe and healthy learning environment.

6. *Comprehensive School Safety Plan and Emergency Preparedness*

A Comprehensive School Safety Plan which includes safety and disaster plans in accordance with Education Code Section 47605(c)(5)(F)(ii) has been adopted, implemented and maintained at all times. The Charter School shall ensure that all staff members receive training on OFY-San Gabriel's Comprehensive School Safety Plan and conduct emergency responsive drills for students and staff in accordance with such plan. The Charter School reviews and updates the Comprehensive School Safety Plan by March 1st of every year in compliance with Education Code Section 47605(c)(5)(F)(iii). Additionally, in order to provide safety for all students and staff, in consultation with its insurance carriers and risk management experts, the Charter School has adopted and implemented full health and safety policies and procedures, and risk management policies at its resource centers.

7. *Blood Borne Pathogens*

OFY-San Gabriel shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. OFY-San Gabriel's Board of Directors shall establish and implement an infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV"), and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

8. Diabetes

OFY-San Gabriel will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students in grade 7, pursuant to Education Code Section 49452.7(a), et seq. The information sheet shall include, but not be limited to, all of the following:

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

9. Drug-Free/Alcohol-Free/Smoke-Free Environment

OFY-San Gabriel shall maintain a drug, alcohol, and smoke-free environment. OFY-San Gabriel will annually inform parents and guardians of the dangers associated with using synthetic drugs and the possibility that dangerous synthetic drugs can be found in counterfeit pulls pursuant to Education Code Section 48985.5. The annual notice will also include the risk of social media platforms being used as a way to market and sell synthetic drugs such as fentanyl.

10. Suicide Prevention Policy

OFY-San Gabriel shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. OFY-San Gabriel has reviewed and updated the policy and training materials in accordance with Assembly Bill 58 (2023). OFY-San Gabriel provides suicide awareness and prevention training to all teachers. See **Exhibit B: Student Handbook**. If OFY-San Gabriel issues identification cards to its students, then the cards will have printed on either side specified suicide prevention hotline numbers in accordance with Education Code Section 215.5.
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11. Menstrual Products

OFY-San Gabriel stocks the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom pursuant to Education Code Section 35292.6.

12. Accommodations for Lactating Students

OFY-San Gabriel shall adhere to Education Code Section 222 regarding reasonable accommodations to a lactating pupil on the school campus to express breast milk, breastfeed an infant child, or address other needs related to breast-feeding.

13. Sports Programs

OFY-San Gabriel shall maintain policies and procedures to protect students participating in sports programs. The Charter School shall adhere to Education Code Sections 35179.5 and 49475 regarding the limitations on public school sports programs regarding the number and length of practices and

concussions. Sudden cardiac arrest training shall be required for all coaches of sports programs at the Charter School in accordance with Education Code Section 33479, et seq. If OFY-San Gabriel offers an interscholastic athletic program, it will develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire, and regularly test and maintain at least one automated external defibrillator ("AED"), and make the AED available at on-campus athletic activities or events according to the requirements of Education Code Sections 35179.4 and 35179.6.

14. Bullying Prevention

OFY-San Gabriel has adopted procedures for preventing acts of bullying, including cyberbullying. Annually, all resource center employees who have regular interaction with students participate in online training developed by the California Department of Education pursuant to Education Code Section 32283.5(a).

15. Mental Health Assistance Posters

In accordance with Assembly Bill 748 (2022), OFY-San Gabriel has created and prominently displays a poster that identifies approaches and shares resources regarding student mental health. Additionally, the information will be distributed on the school's website.

16. Nutritionally Adequate School Meals

OFY-San Gabriel will provide at least one nutritionally adequate school meal per day to free and reduced lunch eligible students pursuant to Education Code Section 49501.5. Additionally, any food items available for purchase by students will comply with the requirements of Assembly Bill 2316 (2024).

17. Human Trafficking Prevention Resources

OFY-San Gabriel will identify and implement the most appropriate methods of informing parents/guardians of human trafficking resources as required by Education Code Section 49381.

18. California Healthy Youth Act

OFY-San Gabriel will teach sexual health education and HIV prevention education, including information about resources available to students related to adolescent relationship abuse and intimate partner violence, to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act as codified in Education Code Section 51930, et seq.

19. Safe Place to Learn Act

OFY-San Gabriel will comply with all applicable requirements of the Safe Place to Learn Act as codified in Education Code Section 234, et seq.

20. Firearm Safety Notice

OFY-San Gabriel shall annually provide parents/guardians with notice of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the regular school term in accordance with Education Code Section 48986.

21. Youth Behavioral Health Policy

OFY-San Gabriel has adopted a policy on referral protocols for addressing pupil behavioral health concerns in compliance with Education Code Section 49428.2.

22. Smartphone Use Policy

OFY-San Gabriel will develop, adopt and update every 5 years, a policy to limit or prohibit use by students of smartphones while at the resource centers or under the supervision and control of an OFY-San Gabriel employee in compliance with Education Code Section 48901.7.

23. Immigration Enforcement

OFY-San Gabriel will adopt model policies in accordance with Education Code Section 234.7 to ensure a safe and secure learning environment in responding to immigration issues at school.

B. Facility Safety

OFY-San Gabriel shall provide its staff and students safe facilities that meet or exceed local safety ordinances. The school sites will be accessible to all students. OFY-San Gabriel's facilities shall meet all applicable health and safety laws and ordinances, including the Americans with Disabilities Act.

OFY-San Gabriel shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. OFY-San Gabriel agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. OFY-San Gabriel shall conduct fire drills as required under Education Code Section 32001.

C. Comprehensive Discrimination and Harassment Policies and Procedures

OFY-San Gabriel is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. OFY-San Gabriel maintains a comprehensive policy, including training for staff and students, to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with OFY-San Gabriel's discrimination and harassment policies. See **Exhibit B: Student Handbook** and **Exhibit L: Employee Handbook**. In accordance with Education Code Section 231.6,

OFY-San Gabriel will display a poster notifying students of the applicable policy on sexual harassment. The posters will be prominently displayed on each bathroom and locker room, and in public areas, at each resource center.

D. Freedom of Speech and Press

Pursuant to Education Code Sections 48907 and 48950, OFY-San Gabriel shall provide all students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges and other insignia; and the right of expression in official publications.

Element 7: Balance of Student Body

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

A. Balance of Student Body and Student Recruitment

OFY-San Gabriel does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

OFY-San Gabriel maintains a policy of non-discrimination in all areas of its operations and strives to achieve a balance among its students that reflects demographic balance of the territorial jurisdiction of the area where the resource center(s) are located. This balance is achieved and maintained through the recruitment of under-represented students from high-needs areas and working with community-based organizations.

OFY-San Gabriel engages with administrators and school counselors in district high schools to support them in providing an alternative educational option to their students who are disengaged from school and likely to be unsuccessful in a transitional setting. OFY-San Gabriel's unique model provides an alternative to the comprehensive high school with its flexible schedule, programs and calendar. OFY-San Gabriel will target recruitment efforts towards students who are socio-economically disadvantaged, have a history of low academic performance, have disabilities, are out of school, or at risk of dropping out of school.

OFY-San Gabriel recruitment efforts will focus on low-income students, students who have dropped out or are at risk of dropping out, minority students, children of migratory families, homeless students, foster students, transient students, justice-involved youth, pregnant and parenting students, LGBTQ students, migrant students, students with disabilities, students with special needs, students with behavioral problems, English learners, chronically absent students, students that are bullied, skills deficient students, students with an Individualized Educational Plan or Section 504 plan that may benefit from a nonconventional setting, students that need flexibility in their schedule, or individuals who require additional assistance to complete an educational program or to secure or hold employment.

B. Outreach Plan

Practices for ensuring OFY-San Gabriel's student population is balanced and reflective of the community may include, but is not limited to, the following strategies:

- Annual review of student demographic data to determine if the student population is reflective of the community where the resource centers are located.
- Development of annual marketing plans created in collaboration with school staff and with the use of student survey data.
- Targeted student recruitment in the geographic area(s) surrounding the Charter School's resource centers.

- Community outreach with key stakeholders including students, families, and community leaders.
- Outreach at local community centers, churches, public libraries and local businesses.
- Student recruitment at local community events.
- Outreach efforts focused on student groups that have historically struggled academically.
- Development of bilingual flyers, brochures, and ads announcing enrollment and contact information of the school.

OFY-San Gabriel has established partnerships with community colleges and other organizations such as WIC, Boys and Girls Clubs, and churches in an effort to recruit students and maintain a target population that is reflective of the community. Student outreach is conducted in English, Spanish and other languages as necessary.

1. Advertisements and Promotional Materials

OFY-San Gabriel advertises in public places and markets to families and students to further promote student recruitment efforts. The Charter School develops promotional materials that appeal to the racial and ethnic groups represented in the territorial jurisdiction of the school district and surrounding area(s) where the resource centers exist. OFY-San Gabriel distributes promotional materials via U.S Postal Service to a wide range of community organizations, businesses, and service providers that cater to the various racial, ethnic, and interest groups represented in the territorial jurisdiction and areas surrounding the Charter School. These postal mailers are informative, appealing and include a brief overview of OFY-San Gabriel along with contact information. OFY-San Gabriel also strives to advertise in highly visible public areas such as local supermarkets, libraries, shopping centers and laundry mats. An 8 ½ x 11-inch flyer is posted on bulletin boards at these venues. Flyers are readily available at these businesses in both English and Spanish. OFY-San Gabriel advertises on bus shelters in an effort to gain the attention of parents and students who use public transportation.

One cost effective way OFY-San Gabriel advertises is through the use of social media. OFY-San Gabriel has created accounts for each site on Facebook, Twitter and Instagram. OFY-San Gabriel uses its Facebook, Twitter, and Instagram social media accounts to update students, parents, and the local community about the school, serve as a hub for questions and comments, and showcase student projects, social clubs, events, and sports teams.

OFY-San Gabriel's marketing and recruitment activities are subject to adjustment if other strategies prove to be successful. Enrollment is ongoing throughout the school year. To ensure students have an equal opportunity to enroll, OFY-San Gabriel's resource centers hold a lottery for admissions after it has reached enrollment capacity. Any student interested in enrolling is asked to complete an Intent to Enroll form and submit before the lottery. All students will have equal weighting in the lottery. Please refer to *Element 8: Admission Requirements* herein for information on the Lottery Process.

The following promotional materials are used for community meetings and student recruitment efforts:

- Brochures
- Presentation flyers
- Flyers in both English and other languages as necessary
- Mailers
- Website
- Branded promotional materials: lanyards, notepads, pens, highlighters, etc.

These materials are provided in English and other languages as necessary for the racial and ethnic groups. Additionally, OFY-San Gabriel ensures translators are available at community meetings to engage with the non-English speaking community. OFY-San Gabriel has created a website and established a social media presence.

Element 8: Admission Policies and Procedures

Governing Law: *Admission policies and procedures, consistent with subdivision (e). Education Code Section 47605(c)(5)(H).*

A. Non-Discrimination

The Charter School shall not require a parent/legal guardian or student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter renewal petition.

The Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record of related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process.

The Charter School shall adhere to Education Code Section 47605(e)(4) which states:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).
- A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

Pursuant to Education Code Section 47605(e)(4), the Charter School shall post on its website a notice developed by the California Department of Education related to the above and outlining the requirements of Section 47605(e)(4)(D). The notice will be made available to parents/guardians or students aged 18 or older.

The Charter School shall adopt a policy that is consistent with the model policy developed by the California Attorney General that addresses the charter school's response to immigration enforcement notifying parents of their children's right to a free public education regardless of immigration status or religious beliefs, prohibits the collection of information or documents regarding the immigration status of students or family members, and fulfills other requirements of Education Code Section 234.7. In accordance with AB 699 enacted on October 4, 2017, the Charter School's non-discrimination provision shall include immigration status as a protected class.

If a person suspects that the Charter School is in violation of the enrollment practices described above, a complaint can be filed with the chartering authority. A notice will be available to any current or prospective parent or guardian at any time.

B. Homeless and Foster Youth

When enrolling unaccompanied homeless youth under the McKinney-Vento Homeless Assistance Act, the Charter School's policy states that the Homeless/Foster Youth Liaison must co-sign the enrollment paperwork and include a note stating: "Minor represents that no parent or guardian caregiver is available, and that minor is an 'unaccompanied homeless youth' as defined under the McKinney-Vento Act. The Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Charter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

C. Admission Requirements

The Charter School will admit all students who wish to attend the Charter School. No test or assessment shall be administered to any student. The Charter School complies with all laws establishing minimum and maximum ages for public school attendance in charter schools. Admission shall not be determined by the place of residence of a pupil or his or her parent or legal guardian within the state.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance or any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student who is currently attending the Charter School to disenroll or transfer to another school for any reason, including, but not limited to the academic performance or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii).

D. Enrollment Process

It is the Charter School's policy that a student may enroll at any time during the school year unless there are more students than spaces available. The annual open enrollment period and lottery dates for the following school year will be publicly announced and communicated on the Charter School's outreach materials, school website, and at community meetings. All application materials will identify the specific dates, procedures, enrollment preferences, and other requirements consistent with the charter petition. Admission to the Charter School will never require mandatory parent volunteer hours as a condition of admission or continued enrollment.

E. Admission Preferences

If more students apply than there are available spaces, a random public lottery will be held. At this time, admission preference would be given to the following students and in the following order.
Currently enrolled students of the Charter School will be guaranteed continued admission and are exempt from the lottery process.

- First preference: A student who is a sibling of a currently enrolled student or a student who is admitted to the Charter School.
- Second preference: A student who resides in the attendance area of the District.

Eligibility for any admission preference shall be verified by the Charter School prior to the public lottery.

F. Lottery Procedures

Following the open enrollment period, if the number of students who wish to attend the Charter School exceeds the Charter School's capacity, except for existing students at the Charter School, enrollment shall be determined by a public random drawing, also referred to as a lottery, in accordance with Education Code Section 47605(e). Currently enrolled students of the Charter School will be guaranteed continued admission and are exempt from the lottery process.

The public will be notified of the date, time, and location of the random drawing through written notices posted at the Charter School's resource centers and on the school's website at least thirty (30) days prior to the date of the drawing. Applicants and their families will be notified of the drawing via automated and/or personal telephone calls, email notifications, and/or letters sent to the addresses provided in their student application.

The random drawing will be open to the public. Student applicants and their families will be encouraged to attend; however, they are not required to be present to be eligible for admission. All families will be notified of the results of the lottery.

The public random drawing will be held at the Charter School's resource centers on a weekday evening or other time when most interested parties are available to attend. If a larger facility is required, the school will identify another public location that is easily accessible and able to comfortably accommodate all parties who wish to observe the drawing.

The Superintendent (or designee) will be responsible to oversee the lottery. All names in the first preference group will be drawn and listed in the order for each grade level. Names for the second preference group will be drawn in the same manner. When the grade level capacity is met, the names of the remaining students will be randomly drawn and placed on the waitlist in the same order. A student who does not apply during the open enrollment period will be added to the bottom of the waitlist in the order in which they applied.

The Charter School will maintain all application forms, a record of all lottery participants and their assigned lottery numbers, and other lottery-related documents on campus. The results of the lottery and waitlist will be available for inspection upon request. Application forms are maintained for the academic year. The waitlist does not roll over to the next school year.

Applicants selected during the lottery process will be notified in writing by U.S. mail and/or electronic mail. The Superintendent, or designee, will coordinate the efforts of school staff to notify applicants and their families selected in the lottery and the process for completing the enrollment packet.

Applicants selected during the lottery process must accept an admission invitation within 10 business days from the date of notification by confirming their intent to enroll and submitting an enrollment packet. Any applicant who declines an offered spot or who fails to accept by the deadline will be given the option to be placed on the waitlist or may withdraw their application.

The waitlist will be kept on file at the school and will be valid for the duration of the current school year. It does not carry over to the following school year. Applicants with a preference will be placed at the top of the waitlist in the order of preference priority and the order in which their names are drawn. Applicants who are not offered spots at the public drawing will remain on the waitlist until a space becomes available or until the end of that school year.

When an opening becomes available, the parent/guardian of the student at the top of the waitlist will be notified in writing by U.S. mail and/or electronic mail. The parent/guardian will have five (5) business days from the date of the first notification to confirm their intent to enroll and submit an enrollment packet. A family that declines an offered spot or who fails to confirm their intent to enroll within the five (5) business day period will be given the option to be placed at the end of the waitlist or may withdraw their application.

The lottery process will be transparent at all times. The Charter School's policies and procedures regarding enrollment will be clearly publicized in the application instructions and on the Charter School's website. The Charter School agrees that the District shall defend, indemnify, and hold harmless the Charter School if it utilizes the District's preferred procedure for charter school lotteries from challenges alleging that this procedure does not comply with applicable laws.

The Charter School will retain on file all documents and records related to the student admissions and enrollment process.

All students entering the Charter School, together with a parent or legal guardian, will participate in an enrollment meeting with a teacher, center coordinator, and/or Assistant Principal. The parent or legal guardian must be present to sign the necessary enrollment forms and agreements. In the case of minors, only the parent or guardian may sign the Student Master Agreement to enroll their child into the Program. (See **Exhibit C: Student Master Agreement**.)

Element 9: Annual Independent Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I)*

A. Audits

An annual independent financial audit of the books and records of OFY-San Gabriel will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of OFY-San Gabriel will be kept in accordance with generally accepted accounting principles ("GAAP"), and as required by applicable law, the audit will employ GAAP The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Each audit will be performed by an independent certified public accountant ("CPA") licensed by the California Board of Accountancy holding educational audit experience and on the State Controller's published list of educational audit providers. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200).

The financial audit for each fiscal year will be performed and submitted to the District, the County Superintendent of Schools, the State Controller, and to the CDE by December 15 of each year.

The independent auditor will provide the Charter School with a listing of any audit exceptions and deficiencies identified during the audit. Any noted deficiencies will be addressed in a timely manner in accordance with applicable law and oversight requirements. OFY-San Gabriel's financial team will review any audit exceptions or deficiencies and report to the Board with recommendations for corrective action. The Board will provide the deficiency listing along with a corrective action plan and anticipated timeline to the District describing how the exceptions and deficiencies have been or will be resolved. OFY-San Gabriel will follow up with the District to provide assurance that the corrective action plan is being properly implemented. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The audited financial statements will include a complete set of financial statements, including statements of revenues, expenses, assets, liabilities, net position, and cash flows together with notes and disclosures integral to the financial statements. Supplementary schedules or data may also be required or appropriate.

In addition, the independent auditor will perform agreed upon procedures to review student records and verify that the stated Average Daily Attendance is calculated and reported accordingly as set forth in the California Education Code, California Code of Regulations, and the State Controller's Office Audit Guide.

The independent financial audit of OFY-San Gabriel is a public record to be provided to the public upon request.

Element 10: Pupil Suspension and Expulsion Policies

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker, and if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker, and if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.
Education Code Section 47605(c)(5)(J).

A. Suspension/Expulsion Procedures

OFY-San Gabriel's suspension and expulsion procedures comply with the requirements of Education Code Section 47605(c)(5)(J). OFY-San Gabriel's policies and procedures regarding student discipline can be found in the Charter School's Suspension and Expulsion Policy. Among other things, the policy sets forth the grounds for suspensions and expulsions applicable to all students in a manner that is consistent with State and Federal law. The Charter School does not include willful defiance as a basis to recommend expulsion. Parents, students, and staff may provide input on the design and implementation of OFY-San Gabriel's discipline policy to the Board of Directors. The Board of Directors may periodically amend the policy, develop additional criteria, and add alternative methods of discipline; provided, however, that all such amendments and additions ensure that students are afforded due process to the extent required by applicable law.

OFY-San Gabriel's Suspension and Expulsion Policy and student behavioral expectations are described in OFY-San Gabriel's Student Handbook. See **Exhibit C: Student Handbook**. ~~https://drive.google.com/open?id=1pabfmJ1D_Z3whktTK0FICdOMjjkjMu6i~~This handbook is distributed to parents and student's upon enrollment and shall also be available through the OFY-San Gabriel website. Students will be expected to conform to OFY-San Gabriel's rules and expectations. Teachers and staff will monitor student behavior during OFY-San Gabriel's hours of operation and during experiential learning trips. If a problem should arise, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

If a student is expelled or leaves OFY-San Gabriel without graduating or completing the school year for any reason, OFY-San Gabriel will notify the Superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including transcripts or a report card and health information.

Element 11: Employee Retirement System

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

A. Retirement Benefits

All staff members of OFY-San Gabriel are covered by Federal Social Security pursuant to applicable law. With respect to additional employee benefits, OFY-San Gabriel complies with all applicable State and Federal laws governing such benefits.

~~OFY-San Gabriel offers a 403B~~ [MW21][RM22][RM23]~~Retirement Plan to eligible employees. Regular (non-temporary/substitute) employees who qualify may also receive a capped matching contribution. The Charter School's designated benefits supervisor from the human resources team is responsible for enrolling eligible employees and ensuring that appropriate arrangements for that coverage have been made~~ OFY-San Gabriel offers eligible employees access to a 401(k) Retirement Plan designed to support long-term financial wellness and retirement savings. Employees are responsible for enrolling in and managing their individual retirement accounts, including contribution elections, investment selections, and beneficiary designations, in accordance with the plan's terms and applicable regulations. The school may, at its discretion, offer employer contributions or matching opportunities for eligible employees as part of its commitment to attracting and retaining high-quality staff.

Element 12: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student shall be required to attend OFY-San Gabriel.

Students residing in the District who choose not to attend OFY-San Gabriel may attend school within the District according to District policy or at another school district or school within the district through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

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

No employees of the District shall be required to work at OFY-San Gabriel. Employees of the District who choose to leave the employment of the District to work at OFY-San Gabriel have no automatic rights of return to the District after employment by OFY-San Gabriel, unless specifically granted by the District through a leave of absence or other agreement or as may be required by law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution Process

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

A. Resolving Disputes Relating to Provisions of the Charter

OFY-San Gabriel recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following is intended as a starting point for a discussion of dispute resolution procedures. OFY-San Gabriel is willing to consider changes to the process outlined below as suggested by the District.

OFY-San Gabriel and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between OFY-San Gabriel and the District, OFY-San Gabriel staff, employees and Board members of OFY-San Gabriel and the District agree to apprise the other, in writing, of the specific disputed issue(s) ("dispute statement") and to refer the issue to the District Superintendent and Principal of OFY-San Gabriel, or their respective designees. In the event that the District's Board of Education believes the dispute relates to an issue that could potentially lead to revocation of the charter, OFY-San Gabriel requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Within 10 days of receipt of the dispute statement, OFY-San Gabriel's Principal and the District Superintendent, or their respective designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Principal and Superintendent, or their respective designees, shall meet again within 15 days from the date of the initial meeting to identify a neutral, third-party mediator to engage in a mediation session designed to facilitate resolution of the dispute. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any mediator shall be non-binding, unless the governing authorities of OFY-San Gabriel and the District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days from the date the parties jointly identified a mediator. OFY-San Gabriel and the District shall share all mediation costs and all other costs associated with dispute resolution equally. All timelines and procedures in this section may be revised upon mutual written agreement of the District and OFY-San Gabriel.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the Charter School shall be given a reasonable period to correct the violation, unless the District indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the Charter School's pupils. The District reserves the right to take any action it deems appropriate and OFY-San Gabriel reserves the right to seek legal redress for any such actions under the law. The dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of OFY-San Gabriel's pupils.

Los Angeles County shall be the proper venue for any mediation, litigation, or other dispute resolution process.

OFY-San Gabriel's entitlement to receive funds pursuant to this charter and any applicable federal and state law shall be continuous throughout the term hereof. In the event of any disputes between the parties, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of OFY-San Gabriel from the State of California or the federal government, which funds, when paid, become the sole and exclusive property of OFY-San Gabriel. Nothing stated herein requires the District to pay to OFY-San Gabriel those state and federal funds designated for OFY-San Gabriel that it has not yet received.

B. Internal Disputes

OFY-San Gabriel has developed and maintains internal dispute resolution procedures to address internal disputes related to the operation of the Charter School. OFY-San Gabriel maintains a Uniform Complaint Policy and Procedures Form ("UCP") that was established to provide a uniform process for investigating complaints that allege that OFY-San Gabriel has violated laws or regulations related to certain educational programs or issues as required by state and federal laws. A copy of the UCP can be found in **Exhibit B: Student Handbook**.~~https://drive.google.com/open?id=1pabfmJ1D_Z3whktTK0FICdOMjjkjMu6i~~ In addition to the UCP, parents and guardians can call into a We Want to Know HOTLINE (1-800-990-8384) [MW24][RM25]to speak to an independent third-party regarding concerns and complaints regarding the Charter School. Within two school days of the call, a confidential report will be sent to OFY-San Gabriel for a comprehensive review. OFY-San Gabriel also maintains an Enrollment/Disenrollment Complaint Form that parents and guardians can use to submit a complaint to the District when the Charter School is alleged to have discouraged a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. A copy of the Enrollment/Disenrollment Complaint Form can be found on OFY-San Gabriel's website (www.ofy-sg.org). OFY-San Gabriel will adopt additional policies and procedures to address internal disputes when required by law. The District shall promptly refer all disputes not related to a possible violation of the Charter or law to OFY-San Gabriel.

Element 15: Closure Procedures

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

A. Closure Protocol

The following procedures shall apply in the event that OFY-San Gabriel closes, regardless of the reason for the closure. If it is feasible to do so, while still maintaining a viable and appropriate educational program, OFY-San Gabriel will close at the end of an academic year. Mid-year closures will be avoided if possible, and OFY-San Gabriel and the District will work together to ensure that an appropriate, viable, and legally compliant educational program continues until the end of the school year.

Closure of OFY-San Gabriel will be documented by official action of OFY-San Gabriel's Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and/ or persons responsible for closure-related activities.

OFY-San Gabriel will be the responsible entity to conduct closure activities and will fund closure activities with its remaining unrestricted assets.

Upon determination of closure, OFY-San Gabriel will promptly notify parents, guardians and students of OFY-San Gabriel, the District, the Los Angeles County Office of Education, the Charter School's SELPA, if any, the retirement systems that employees participate in, and the CDE. These notices will include all information required by Title 5 of the California Code of Regulations Section 11962(b).

OFY-San Gabriel will ensure that the notification to the parents, guardians and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close OFY-San Gabriel. OFY-San Gabriel will also develop a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, which they will provide to the individual or entity responsible for closure-related activities.

As applicable, OFY-San Gabriel will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232(g). OFY-San Gabriel will ask the District to store original records of the Charter School students. All student records of OFY-San Gabriel shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, OFY-San Gabriel shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the individual or entity responsible for closure-related activities in accordance with applicable law.

OFY-San Gabriel will prepare final financial records as soon as reasonably practical and will have an independent audit completed no more than six (6) months after closure. OFY-San Gabriel will pay for the

final audit, which will include the information required by Title 5 of the California Code of Regulations 11962(f). The audit will be prepared by a qualified CPA selected by OFY-San Gabriel and will be provided to the District upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to OFY-San Gabriel.
OFY-San Gabriel will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of OFY-San Gabriel, all assets of OFY-San Gabriel, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending OFY-San Gabriel will remain the sole property of OFY-San Gabriel. Upon the dissolution of the nonprofit public benefit corporation, all remaining assets shall be distributed in accordance with the Articles of Incorporation and bylaws. As OFY-San Gabriel is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of OFY-San Gabriel, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Any assets acquired from the District or District property will be promptly returned upon OFY-San Gabriel closure to the District.

On closure, OFY-San Gabriel shall remain solely responsible for all liabilities arising from the operation of the Charter School. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As specified by the Budget in **Exhibit S: Proposed Budget**~~https://docs.google.com/spreadsheets/u/0/d/13Jcobf5q0ZqH4i3piOzm0nkkQqxKfupd/edithttps://docs.google.com/spreadsheets/u/0/d/10IrlchUQDM9ld_SwPXYJreoV3G5fZcxC/edit~~, OFY-San Gabriel will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Charter Requirements

***Governing Law**: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code 47605(h).*

A. Facilities

School sites are typically configured into three classrooms, one administrative office, an open student work space, a conference space, a student meeting space, a kitchen area, a science wet lab, and appropriate restroom facilities for staff and students. The space required to implement the educational model ranges from 3,000 to 6,000 square feet. The school sites will be properly zoned and cleared for student occupancy by appropriate local authorities.

OFY-San Gabriel and the District agree that the establishment of new resource centers during the term of the charter shall constitute a material revision of the Charter. OFY-San Gabriel will comply with Education Code Sections 47605 and 47605.1 as to the location of its resource center(s).

During the charter renewal term, OFY-San Gabriel will operate a resource center at **215 S. Mission Drive, San Gabriel CA 91776**. Due to circumstances such as the expiration or termination of the lease, need for additional space, or unsuitability of the current facility, this resource center may be relocated within the District's boundaries during the charter term. Should OFY-San Gabriel desire to relocate any of its existing resource centers, the Charter School shall provide the District with forty-five (45) days' written notice of such intent, as well as notification of the proposed location for relocation.

OFY-San Gabriel has provided documentation of adequate insurance coverage, including liability insurance, to the District. The insurance will cover all acquired or leased property intended for use as a school site by OFY-San Gabriel and will be based on the type and amount of insurance coverage maintained in similar settings.

B. Administrative Services

OFY-San Gabriel contracts with educational and operational services and support service providers as needed. The Superintendent oversees services received by the Charter School's contracted service providers on a day to day basis and provides regular reports to the Board. The Board is ultimately responsible for the operation and activities of the Charter School. OFY-San Gabriel will comply with all laws applicable to the provision of services to charter schools, including Education Code Section 47604 (as amended by Assembly Bill 406 (2019)). Examples of the types of educational and operational services and support OFY-San Gabriel may contract for include but are not limited to the following:

- Services from a Charter Management Organization ("CMO"), such as management of the Charter School's day to day operations as its administrative manager
- Back office services, such as human resources, payroll, accounting and other related administrative services

- Special education and related services, such as from a Nonpublic, Nonsectarian Agency
- Information technology services, including software and hardware services
- Experiential and social-emotional learning opportunities for students, and
- Other educational services, such as curriculum development and procurement, professional development of the Charter School's employees, compliance and assessments.

OFY-San Gabriel's current contracted CMO service provider is Propel, A Charter Management Group, Inc., a California nonprofit public benefit corporation.

OFY-San Gabriel may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

C. Potential Civil Liability Effects

OFY-San Gabriel is operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. OFY-San Gabriel shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of OFY-San Gabriel.

The corporate bylaws of OFY-San Gabriel provide for indemnification of the Charter School's Board, officers, agents, and employees. See **Exhibit H: Articles of Incorporation, Bylaws and Conflict of Interest Code**~~https://drive.google.com/open?id=1Wd2Jc2Aibe5U1KOa8wCggjF5oWQlMyYM~~. The Charter School purchases and maintains general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and OFY-San Gabriel's insurance broker and carriers for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of OFY-San Gabriel.

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

D. Reporting Requirements

1. Budget

See **Exhibit S: Proposed Budget**. ~~https://docs.google.com/spreadsheets/u/0/d/1f_L0YTp_PEmMGo0yl-VcZVIqWWtgFLAR/edithttps://docs.google.com/spreadsheets/u/0/d/13Jcobf5q0ZqH4i3piOzm0nkkQqxKfupd/edithttps://docs.google.com/spreadsheets/u/0/d/10IrlchUQDM9ld_SwPXYJreoV3G5fZcxC/edit~~

2. Financial Reporting

In accordance with Education Code Section 47604.33, OFY-San Gabriel shall provide reports to the District and the County Superintendent of Schools as follows, and shall provide additional fiscal reports as requested by the District:

1. By July 1st a preliminary budget for the current fiscal year
2. By July 1st, LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15th, an Interim financial report for the current fiscal year reflecting changes through October 31st. Additionally, by December 15th, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15th, a second interim financial report for the current fiscal year reflecting changes through January 31st.
5. By September 15th, a final unaudited actuals report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

OFY-San Gabriel will provide reporting to the District as required by law and as requested by the District including, but not limited to, on the following:

- California Basic Educational Data System ("CBEDS")
- Average Daily Attendance ("ADA") reports
- All financial reports required by Education Code Sections 47604.33 and 47605(m)
- School Accountability Report Card ("SARC")
- LCAP

OFY-San Gabriel will also provide the following data and reports as required by the District:

a. Test results for all state mandated assessments, which are:
    i. ELPAC
    ii. Spanish Assessment of Basic Education ("SABE")
    iii. CAASPP and CAST results
    iv. PFT (Physical Fitness Test)

Changes in reporting requirements may be incorporated by reference into the charter when OFY-San Gabriel and District update the MOU.

In accordance with Education Code Section 69432.9, OFY-San Gabriel will electronically submit the grade point average of all students in grade 12 to the Student Aid Commission each academic year for use in the Cal Grant program after notifying the students and their parents/guardians as applicable, by October 1 of

each year, of the opportunity to opt out of being deemed a Cal Grant applicant within a specified period of time of at least 30 days.

E. Calendar

OFY-San Gabriel may use a year-round, multitrack, staggered start calendar or, as OFY-San Gabriel determines, any other calendar that would improve the delivery of instruction to students, provided that such calendar complies with applicable law. See **Exhibit B: Student Handbook**. ~~https://drive.google.com/open?id=10eRuelnFLI_NARfx6duOsQ9X4iaPLqJf~~In addition, nothing contained herein shall prohibit OFY-San Gabriel from having a different apportionment date than the District. OFY-San Gabriel shall use the apportionment dates determined within the calendar used by OFY-San Gabriel to submit apportionment information to the District.

In the event that OFY-San Gabriel must submit waiver requests to the State Board of Education through the District, the District hereby agrees to evaluate the waiver requests in a timely manner and, if determined to be a reasonable request, to fully cooperate in the waiver process and to support and process such waiver requests submitted by OFY-San Gabriel in a timely manner.

OFY-San Gabriel will be closed for a variety of school, District, State, or Federally-designated holidays. These holidays include:

Independence Day	Labor Day	Veteran's Day	Thanksgiving	Winter Recess
ML King Day	President's Day	Spring Recess	Memorial Day	Summer Recess
Juneteenth				

OFY-San Gabriel has determined the specific days the holidays will be observed and has included these days in the Student Handbook. Student holidays can be found in **Exhibit B**: **Student Handbook** ~~https://drive.google.com/open?id=1pabfmJ1D_Z3whktTK0FICdOMjjkjMu6ihttps://drive.google.com/open?id=10eRuelnFLI_NARfx6duOsQ9X4iaPLqJf~~

F. Terms of Charter

The term of this Charter shall be for five years, from July 1, 2027, through and including June 30, 2032. OFY-San Gabriel may submit a renewal of the Charter pursuant to Education Code Sections 47605 and 47607 ("Renewal Petition") to the District any time prior to the expiration of the charter renewal term. The Renewal Charter Petition shall be deemed received by the District for purposes of commencing the timelines described in Education Code Section 47605 on the day OFY-San Gabriel submits the Renewal Charter Petition to the District office, along with a signed certification that OFY-San Gabriel deems the Renewal Charter Petition to be complete ("Receipt Date"). In reviewing the Renewal Petition, the District shall comply with the provisions of law as they apply to charter schools, including, but not limited to, Education Code Sections 47607 and 47605, and 5 CCR Section 11966.4. The Renewal Petition shall be deemed automatically renewed if the District fails to grant or deny the Renewal Petition within ninety days (90) after the Receipt Date as required by law.

G. Amendments

This Charter may only be amended by written agreement of OFY-San Gabriel and the District.

H. Interpretation

Throughout this Charter and any attachments, Exhibits, and appendices hereto, any and all references to OFY-San Gabriel, OFY-SG, Inc., OFY-SG, Options for Youth – SG, Options For Youth – San Gabriel, Inc., Options for Youth – San Gabriel, or the Charter School shall apply with full force and effect to each of the others. For all purposes set forth in this Charter and any attachments, Exhibits, and appendices hereto, each of the above-listed entities are deemed one and the same and, to the extent that they are separate legal entities, they shall have joint and several liability for all obligations of OFY-San Gabriel and each of the other entities listed above as set forth in this Charter, and any attachments, Exhibits, and or appendices hereto, and each of the entities shall be fully obligated to comply with the provisions of this Charter, and any attachments, Exhibits, and or appendices hereto, without regard to the name or designation used in referring to the Charter School in any or all of the documents.

I. 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 served either personally or, if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice, demand, or other communication be served personally, service shall be conclusively deemed given or made at the time of such personal service. If such notice, demand, or other communication be given by mail, such shall be conclusively deemed given forty-eight hours after the deposit thereof in the United States mail, addressed to the party to whom such notice, demand, or other communication is to be given as hereinafter set:

To the Charter School:
Options For Youth – San Gabriel, Inc.
215 S. Mission Drive
San Gabriel, CA 91776
Attention: Ileana Kiriakos, Superintendent
A copy of all notices to the Charter School must also be sent via email to *ileana@ofy.org*.

To the District:
San Gabriel Unified School District
Attention: Jim Symonds, Superintendent
408 Junipero Serra Drive
San Gabriel, CA 91776

Any party hereto may change its address for the purpose of receiving notices, demands, and other communications as herein provided by a written notice given in the manner aforesaid to the other party or parties hereto.

J. Alternative Education Programs

OFY-San Gabriel may also be available to manage and operate other alternative education programs offered by the District, upon such terms and conditions to be mutually agreed upon by the District and OFY-San Gabriel.

K. Responding to Inquiries

OFY-San Gabriel will promptly respond to all reasonable inquiries from the District, including inquiries regarding its financial records.

L. Exhibit Alterations

Exhibits attached hereto contain information current as of the time of submission of this Renewal Charter Petition and are subject to change as necessary or appropriate after submission of this Renewal Charter Petition.

OFY-San Gabriel
2027 Charter Renewal Petition Exhibits
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Page XX	**Exhibit H**:	Articles of Incorporation, Bylaws and Conflict of Interest Code
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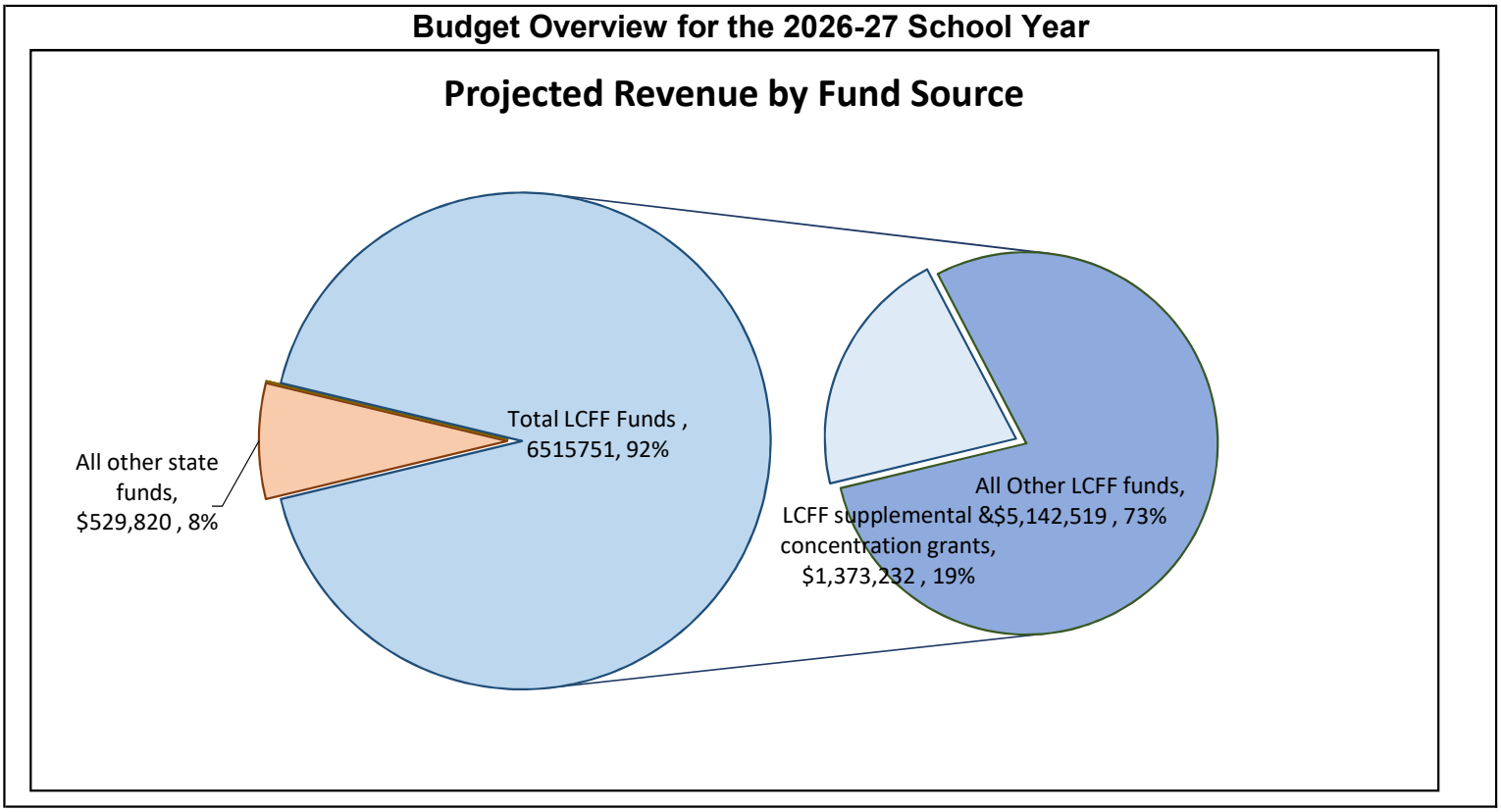
Exhibit A
Local Control and Accountability Plan

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).

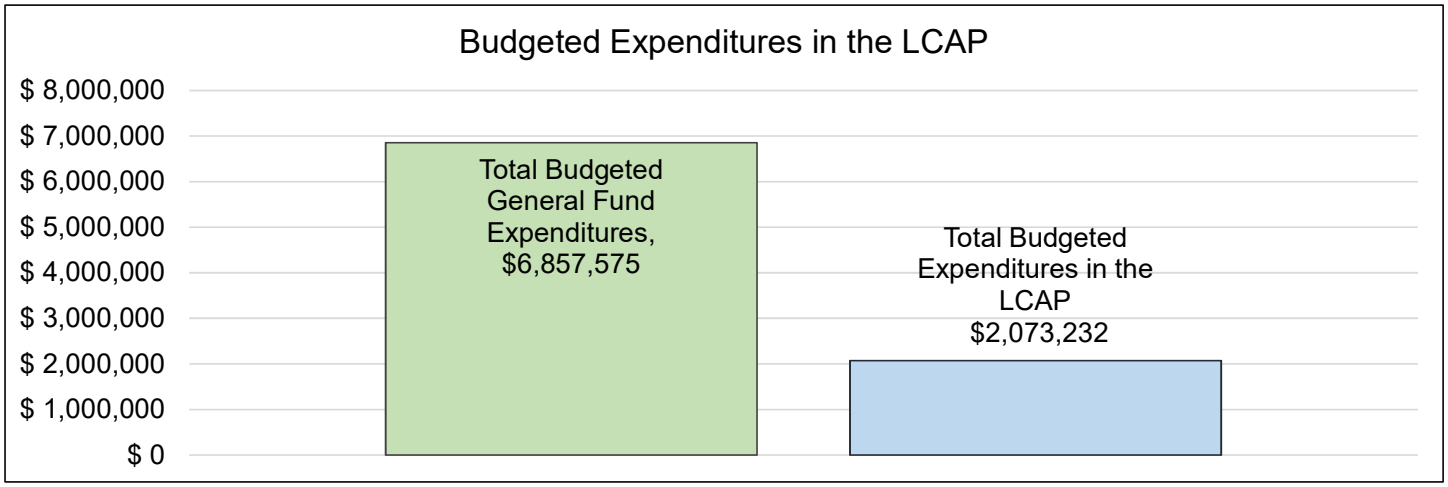


This chart shows the total general purpose revenue Options For Youth San Gabriel expects to receive in the coming year from all sources.

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.

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:

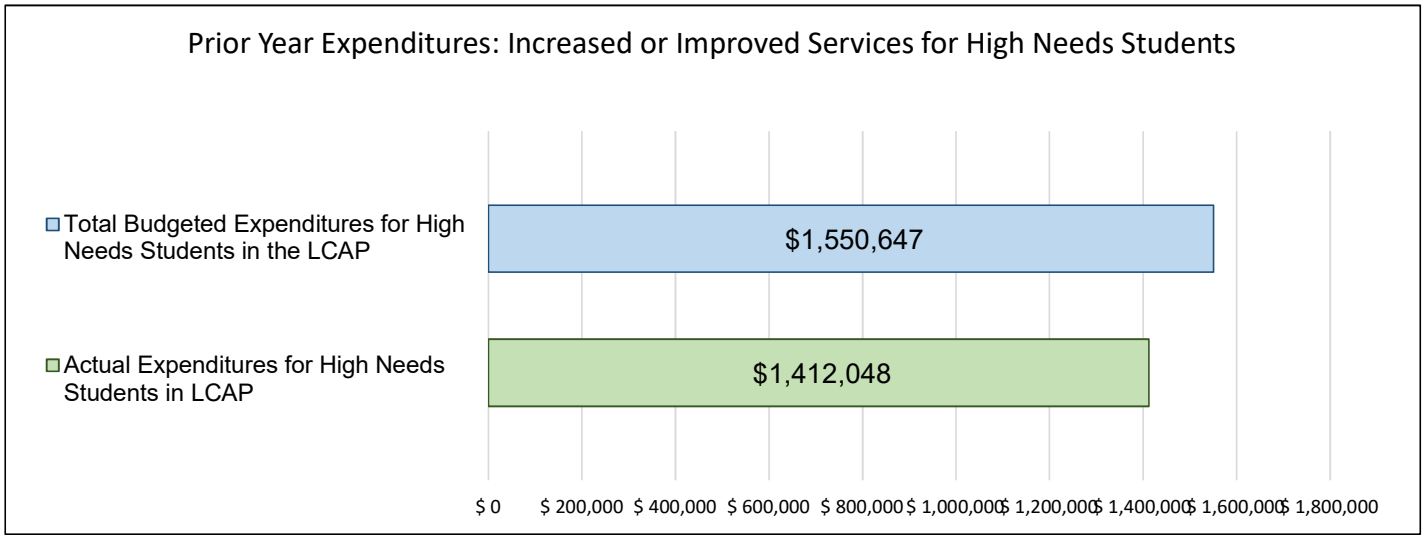
While the LCAP focuses on actions directly tied to student outcomes, the General Fund also supports essential operational and infrastructure costs that are not captured in the LCAP. These expenditures include compensation for non-LCAP-supported staff roles, facility maintenance and utilities, technology 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.

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 $1,412,047.99 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $138,599.01 had the following impact on Options For Youth San Gabriel's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2026). The LEA budgeted $1,550,647 for high needs students in our LCAP. As of March 2026, we have spent $1,412,047.99. Several planned activities, services, and salaries are to be taken into account for the remaining months.

While we are currently under the anticipated expenditures, this difference has not negatively impacted the actions and services provided to high needs students. Our focus remains on ensuring that all intended improvements and support mechanisms for high needs students are delivered effectively. The delay in expenditure is due to the timing of planned activities and services, which are scheduled for the latter part of the academic year. We are confident that these will fully utilize the allocated budget by the end of the academic year and that all planned services will be executed as intended. Thus, we anticipate meeting our total budgeted expenditures and achieving our goals for high needs students by year's end.

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
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.

Based on a comprehensive review of the 2023, 2024, and 2025 California School Dashboard results, along with relevant local data and internal metrics, the charter analyzed areas of strength and growth to evaluate progress during the first two years of the 2024–27 LCAP cycle. Particular attention was given to student groups and indicators identified with a Red performance level on the 2023 California Dashboard to ensure ongoing monitoring and alignment of supports, actions, and metrics throughout the LCAP cycle.

Our charter has demonstrated growth on the 2025 California Dashboard across all metrics compared to the 2023 and 2024 Dashboard results. The charter continues to perform strongly in the Suspension and English Language Progress indicators, scoring blue and green respectively. The charter increased in ELA and Math and maintained performance on the College and Career Indicator, earning yellow color indicators for all three metrics, an increase from 2024 and a return to 2023 levels. Chronic Absenteeism and Graduation Rate remain priority areas of focus. Although the charter declined on the 2024 Dashboard compared to 2023, the school improved on the 2025 Dashboard compared to both 2023 and 2024 and continues working toward pre-pandemic levels of performance (2019 Dashboard results), when the Chronic Absenteeism rate was below 20% and the Graduation Rate was 65%.

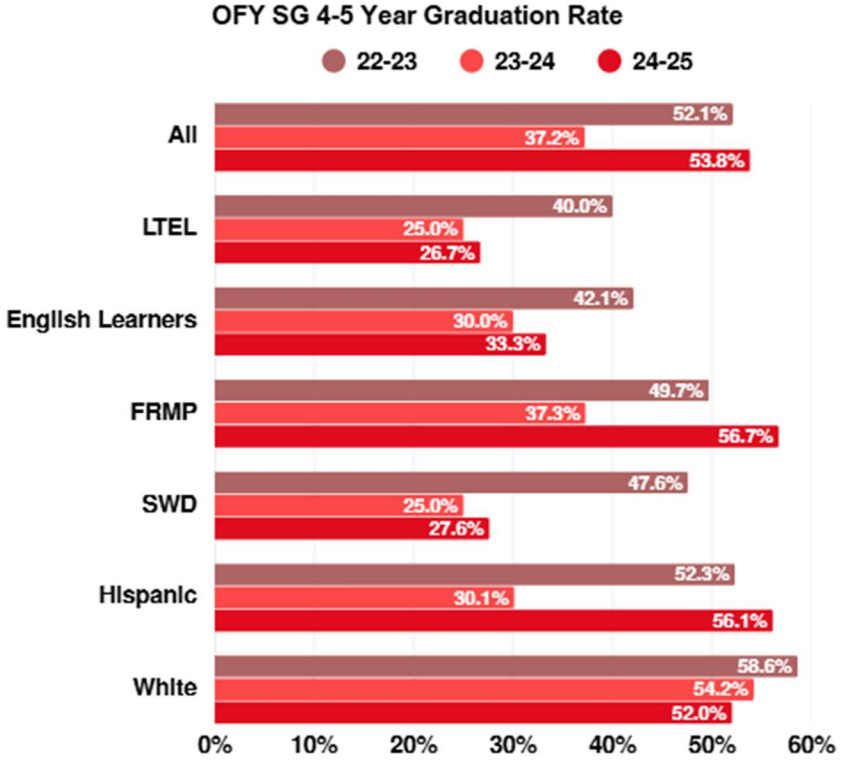
The school has demonstrated a strong culture of inclusion, as evidenced by its 0% suspension rate on the California Dashboard for the last three years. This is due to our restorative approach to supporting students as they develop social emotional skills in a safe environment. Additionally, the school is proud of the progress demonstrated by our English Learner and Long Term English Learner subgroups on the English Language Proficiency Indicator. This is the first year the school has received a color on the Dashboard, and the Green indicator demonstrates that the work we are doing with English learners is yielding results.

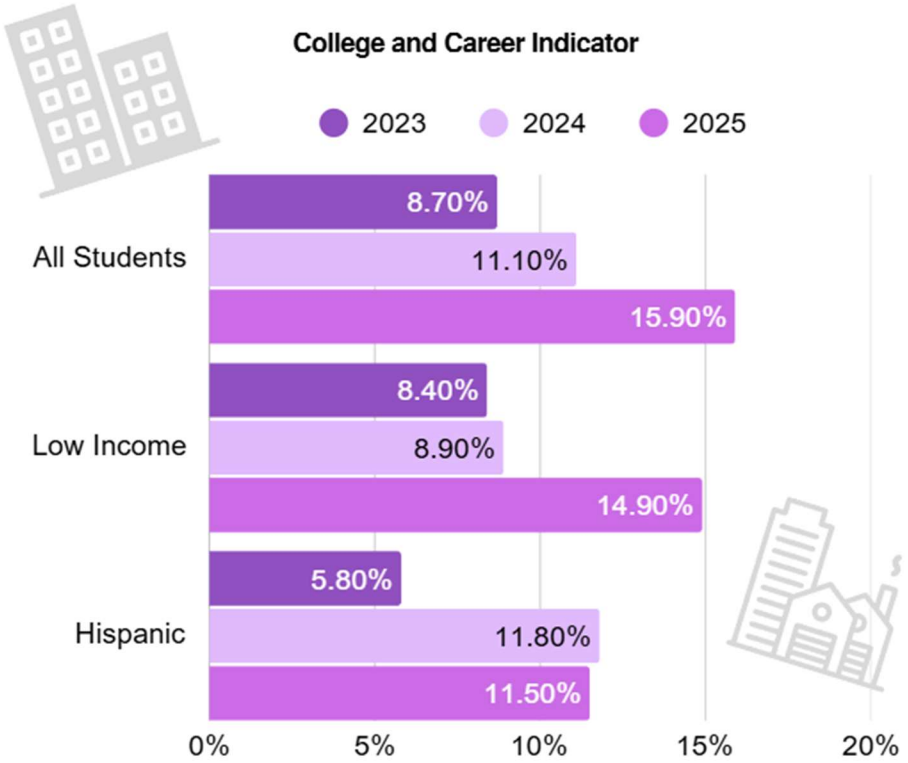
Our school continues to show growth in academic performance. In ELA, the charter performed 3.6 points below standard but increased 16.7 points from 2024, moving from Orange to Yellow on the color indicator. Additionally, no student subgroup was assigned a color below Yellow

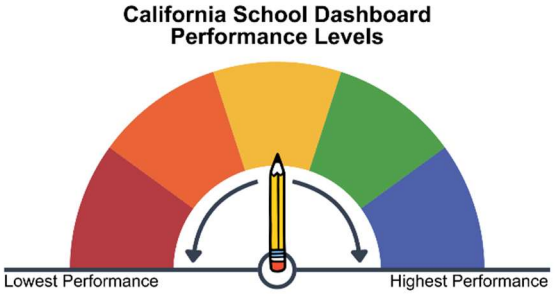
for the 2025 reporting period. In Math, the charter showed accelerated growth; although the metric remained 69.4 points below standard, the charter increased 34.1 points and similarly improved from Orange to Yellow between 2024 and 2025. Additionally, no student subgroup received a color indicator below Yellow in Math. In both ELA and Math, although the charter continues to score in the “low” category, the school was designated as “increased significantly. The charter recognizes that Students with Disabilities and English Learner subgroups remain areas of focus for the upcoming school years in order to close achievement gaps.

To address ongoing areas of need, our LCAP outlines a strategic plan aimed at enhancing student success and improving these performance indicators. By expanding dual enrollment and CTE course offerings, we aim to provide students with relevant skills and experiences that prepare them for career pathways. Through targeted support programs for senior cohorts, we also aim to increase graduation rates by providing resources and guidance to support successful transitions to post-secondary education or the workforce. Our plan includes initiatives to increase exposure to post-secondary opportunities through partnerships with local colleges, universities, and businesses, equipping students with the knowledge and resources needed to pursue higher education and career pathways aligned with their interests and goals. In response, the charter has formulated specific focus goals and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will remain in effect through the conclusion of the 2024–27 LCAP cycle.

Goal 2, Action 1-Postsecondary Advancement Programs
Goal 2, Action 2 -College credit course enrollment
Goal 2, Action 3-CTE Program Enhancement for Improved Graduation and Readiness Outcomes
Goal 2 Action 4-Enhancing Student Readiness with Comprehensive Post-Secondary Events







Following a review of the 2025 California School Dashboard and local data, OFY San Gabriel identified the following areas of strength/growth:

English Language Arts (ELA) – Yellow Performance Level (increased 1 performance level)
ELA performance increased by 16.7 points, resulting in an overall status of 3.6 points below standard. Notable improvements were observed among the following student groups:
Hispanic: 26 points above standard (↑ 49.2 points)
Socioeconomically Disadvantaged: 10.5 points below standard (↑ 22.7 points)

Mathematics – Yellow Performance Level (increased 1 performance level)
Mathematics performance improved by 34.1 points; overall performance resulted in 69.4 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:
Hispanic: 66.8 points below standard (↑ 43.4 points)
Socioeconomically Disadvantaged: 78.2 points below standard (↑ 36.6 points)

English Learner Progress Indicator – Green Performance Level (no color performance for 2024 CA Dashboard)
The English Learner Progress resulted with 56.3% of EL students making progress toward English language proficiency. No performance color assigned for 2024 due to the size of the student population in previous years. Subgroup performance highlights include:
English Learner: 56.3% making progress
Long Term English Learner: 50% making progress

College/Career – Yellow Performance Level (maintained performance level)
The College/Career indicator increased by 3.1 percentage points, with 15.9% of students demonstrating college or career readiness. Gains were evident among the following student groups:
Hispanic: 11.5% prepared (↓ 0.2%)
Socioeconomically Disadvantaged: 14.9% prepared (↑ 3.8%)
English Learner: 10.0% prepared (↑10.0%)

Graduation Rate – Red Performance Level (maintained performance level)
The graduation rate increased by 16.6 percentage points, with 53.8% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:
Hispanic: 56.1% graduated (↑ 25.9%)

Socioeconomically Disadvantaged: 56.7% graduated (↑ 19.4%)

Chronic Absenteeism – Orange Performance Level (increased 1 performance level)
Chronic absenteeism improved by 7.9 percentage points, with the current rate at 27.1% among middle school students. While this reflects progress, improving chronic absenteeism remains a priority. Increases were observed across several student groups:
Hispanic: 19.1% chronically absent (↓ 19.5%)
Socioeconomically Disadvantaged: 27.4% chronically absent (↓ 10.9%)

Learning Recovery Emergency Block Grant (LREBG) Fund:
Based on a review of the 2025 California School Dashboard and local data, OFY San Gabriel has shown progress in chronic absenteeism and graduation; however, continued focus and targeted interventions are needed to build on these gains and address remaining areas of challenge.

To address these areas of need, LREBG funds will be strategically allocated to support targeted academic interventions, expanded learning opportunities, and student support services aligned to identified student needs. Actions funded in whole or in part with LREBG funds are outlined in Goal 1, Actions 6, with detailed rationales provided in the action descriptions. This Goal was added this year in order to more effectively utilize LREBG funds than in previous school years, in alignment with the allowable uses of the grant. The school will continue to utilize the funds to provide opportunities for extended learning, including night school, math and english tutoring expansion, additional literacy and math instructional programs designed to accelerate pupil academic proficiency, targeted interventions aimed at reducing credit deficiency and increasing graduation rates and college readiness, and ongoing professional development and coaching in both the Math and ELA frameworks.

These investments are intended to accelerate learning recovery, increase student engagement, and improve academic and graduation outcomes, particularly for student groups demonstrating the greatest need.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Options For Youth San Gabriel

Support for Identified Schools

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

Options for Youth - San Gabriel (OFY-SG) has been identified for Comprehensive Support and Improvement (CSI). The LEA is committed to reflecting on current practices and making necessary program adjustments to enhance student outcomes. Our primary objectives include increasing the graduation rate, improving math and ELA performance, strengthening College and Career preparedness, and decreasing Chronic Absenteeism. California Dashboard data shows a graduation rate of 53.8 in 2024-2025 and 37.2 in 2023-2024, which is a 16.6% increase, indicating growth during the 2024-2025 school year. Given this increase, our focus will be to continue implementing targeted interventions to improve student retention and graduation outcomes. As part of our reflection process, we shared the Fall 2025 California School Dashboard performance data with all educational partners and collaboratively established program goals based on key indicators such as Math and ELA SBAC scores, chronic absenteeism, and graduation rates. The LEA has integrated its CSI Plan into the 2024-27 Local Control and Accountability Plan (LCAP), ensuring alignment between CSI focus areas and LCAP priorities. Feedback from educational partners was gathered through a comprehensive survey conducted each semester and through various engagement events throughout the year.

The development of OFY-SG's 2025-26 SPSA/CSI Plan/LCAP was informed by the findings of the new Comprehensive Needs Assessment (CNA) and input from the Parent Advisory Committee. To meet or exceed the ESSA 68% graduation rate target, we will continue to assess and refine instructional practices and student retention strategies across all grade levels. Additionally, OFY-San Gabriel is committed to continuing to positively impact our 4/5-year graduation rate, as reflected on the California School Dashboard. The LEA's updated CSI Plan was formulated alongside the 2024-27 LCAP, utilizing insights from the Fall 2025 California School Dashboard, the 2025-26 Comprehensive Needs Assessment, and internal data analysis. This plan includes identifying and implementing Evidence-Based Interventions (EBIs) and addressing resource inequities to support student success. By integrating the goals, metrics, and actions outlined in the LCAP, we ensure a cohesive approach that aligns with the Single Plan for Student Achievement (SPSA).

The 2026-27 CSI Plan reflects updated implementation strategies and outcome data based on the most recent CNA findings. All data charts will be revised accordingly to guide ongoing improvement efforts.

LCAP goals that align to our SPSA/CSI/LCAP focus areas are as follows:

1. Grad Rate: While 4/5 year Grad Rate for the LEA has significantly increased in 24-25 compared to the previous two Dashboard releases, the grad rate still falls below the ESSA requirement; LEA will continue an increased focus towards interventions and initiatives in this area.

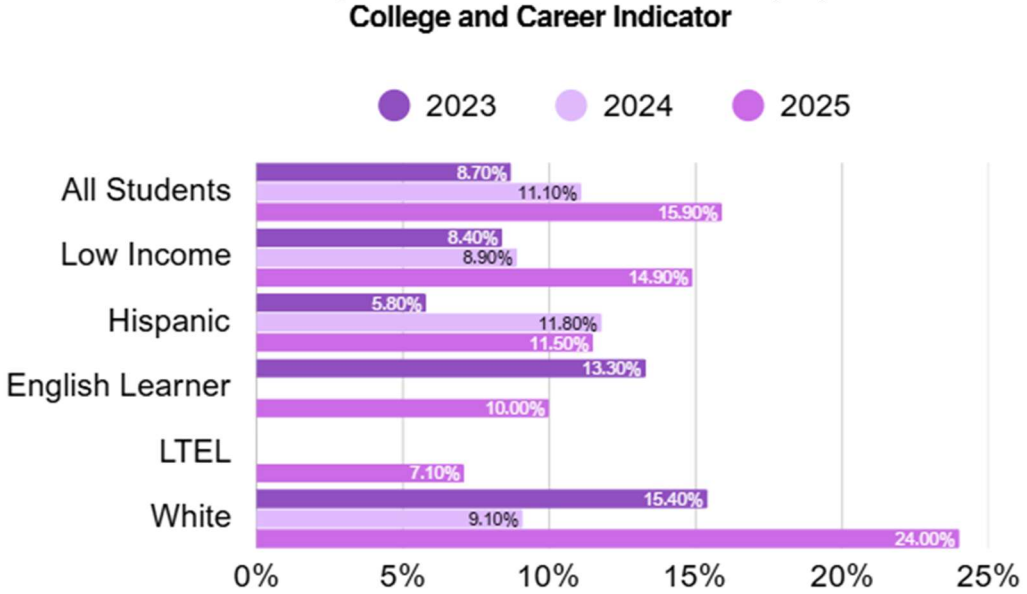
2. College and Career Indicator: The LEA will continue to focus on increasing College and Career Readiness indicators, by increasing dual enrollment opportunities through partnerships with community colleges for college credit, enrolling students in CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).
3. SBAC Math and ELA: Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence based intervention programs that show best effective results (IXL, Freckle, etc.).

Comprehensive Needs Assessment Findings:
The Educational Partner group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and UC/CSU Eligibility:

15.9% of students identified as prepared on the CCI (↑ 4.8%)
17% of students identified as approaching prepared on CCI (↑ 6.7)
Hispanic: 11.5% prepared (↓ 0.3%)
Students with Disabilities: 0.0% prepared (↓ 5.6%)
Socioeconomically Disadvantaged Prepared: 14.9% (↑ 6.0%)
English Language Learners: 10.0% (↑ 10.0%)
27.9% Met UC/CSU Eligibility (↑ 12.4%)
22.7% Hispanic Met UC/CSU Eligibility (↑ 9%)
27.8% Socioeconomically Disadvantaged Met UC/CSU Eligibility (↑ 13.1)
14.3% ELL Met UC/CSU Eligibility (↑ 4.3)
21.1% Students with Disabilities Met UC/CSU Eligibility (↑ 16.1)

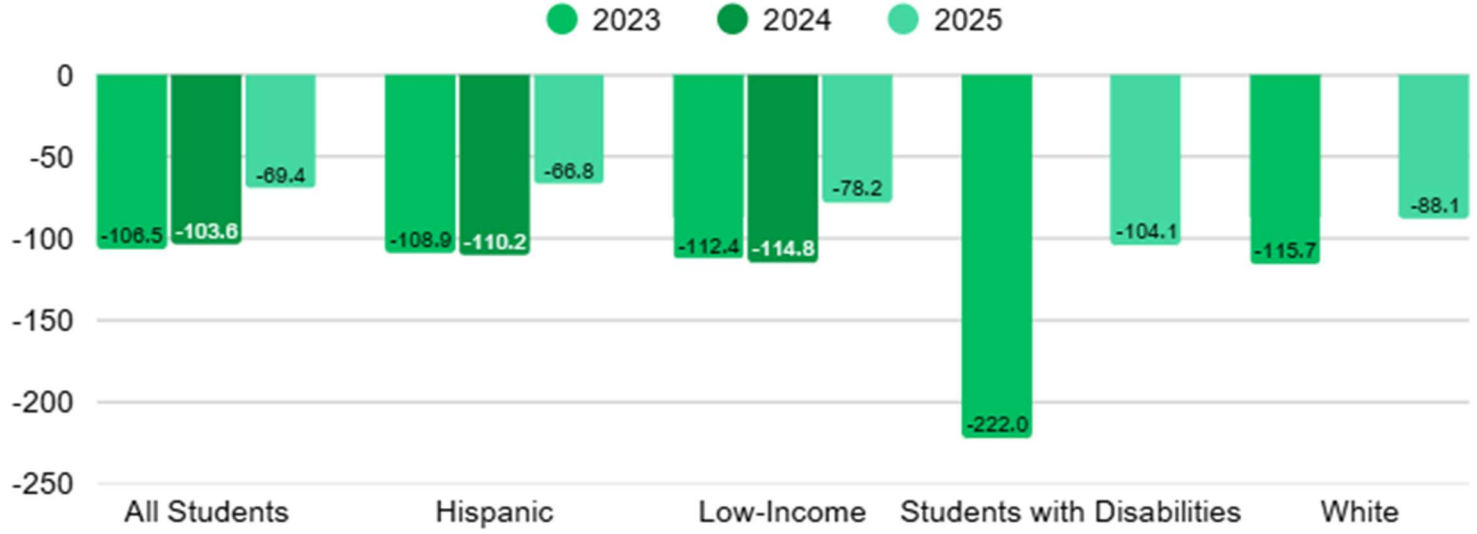
While overall improvement is evident particularly for Hispanic and Socioeconomically Disadvantaged subgroups, disparities remain among key subgroups including Students with Disabilities and English Learners and overall CCI preparedness remains lower than target.



Math Achievement

Dashboard Color: Yellow (increase from Orange in 2023 and 2024)
↑37.1 points between 2023 and 2025
69.4 points below the standard in 2025
Socioeconomically Disadvantaged: Increased Significantly (↑36.6 points from 2024 to 2025)
Hispanic: Increased Significantly(↑43.4 points from 2024 to 2025)
Students with Disabilities: -104.1 below the standard
English Learners: -49.6 below the standard

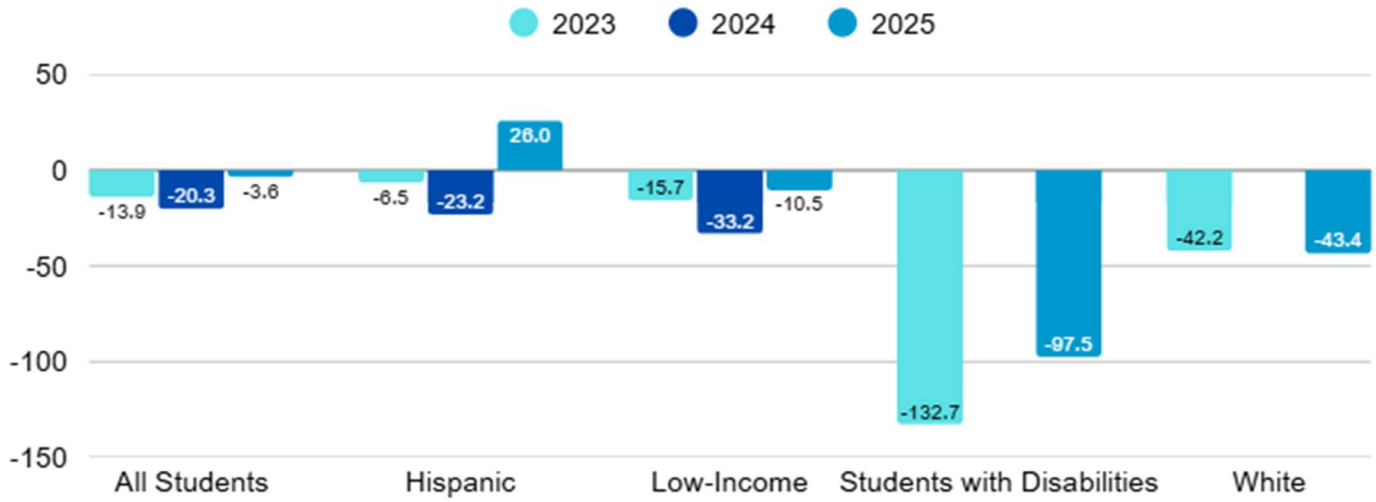
Data indicates moderate growth in mathematics achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.



ELA Achievement

Dashboard color: Yellow (Increase from Orange in 2024)
↑10.3 points between 2023 and 2025
3.6 points below the standard in 2025
Socioeconomically Disadvantaged: Increased Significantly (↑22.7 points from 2024 to 2025)
Hispanic: +26 above the standard (↑49.2 points from 2024-2025)
Increased Significantly
Status level: medium
Dashboard Color: Green
Students with Disabilities: -97.5 below the standards
English Learners: -23.4 below the standard

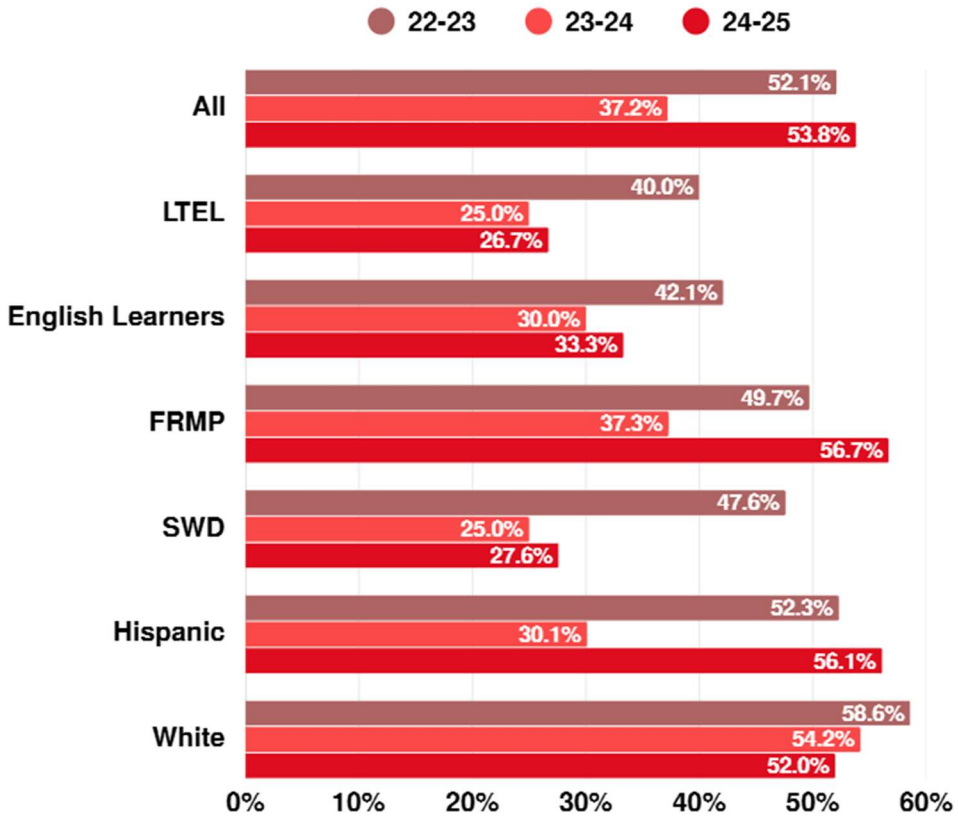
Data indicates major growth in ELA achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.



Graduation Rates

53.8% graduated in 2025 (↑ 16.6% from 2024, ↑ 1.7% from 2023)
Hispanic: 56.1% graduated in 2025 (↑ 25.9% from 2024)
ELL: 33.3% graduated in 2025 (↑ 3.3% from 2024)
Socioeconomically Disadvantaged: 56.7% graduated in 2025 (↑19.4% from 2024)
Students with Disabilities: 52.6% graduated in 2025 (↑ 27.6 from 2024)
DASS Grad Rates: 83.6% overall in 2025
DASS Hispanic Grad Rate: 82.7% in 2025
DASS Socioeconomically Disadvantaged Grad Rate: 84.2% in 2025

Data indicates major growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically English Language Learners.



Chronic Absenteeism

2025 Color: Orange (Down from Red in 2024)
Overall Rate: 27.1% in 2025 (↓ 7.9 from 2024, ↓ 5.8% from 2023)
Hispanic C.A: 19.1% in 2025 (↓19.5%)
Socioeconomically Disadvantaged: 27.4% (↓10.9)
English Learners: Not enough students for data
Students with Disabilities: 38.9% (not enough data for change rate, but still higher than all other subgroups)

Data indicates moderate growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities.

Drop Out Rates, Suspension Rates, and School Climate

0.0% Suspension and Expulsion rate over last three school years
2024-2025 dropout rate: .3% for high school, 0.0% for middle school
2026 School Climate Report indicates overall satisfaction with students, staff, and parents overall indicating strong levels of satisfaction

Area of Focus: College & Career Indicators and UC/CSU (a-g)

Root Causes:
a-g participation decreases in higher grade levels because some students enroll needing to retake courses in which they previously earned a D, increasing their overall credit requirements. This additional workload may discourage students from committing to a-g completion. Increases in a-g participation percentages may be influenced by overall declines in student enrollment.

a-g participation/completion vs % prepared on CCI: this could be because some students complete a-g coursework but do not complete an additional measure required to be considered “Prepared” under the College & Career Indicator (CCI).

Lower a-g completion rates may reflect student interest in attending technical schools or community colleges rather than four-year universities, leading students to view a-g completion as unnecessary for their postsecondary goals.

Teachers may not encourage students to complete a-g pathway if students aren’t four-year bound

Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.

Students and staff may prioritize accelerated credit completion over additional a-g requirements when students enroll significantly credit deficient.

Measurable Outcome: The charter will continue tracking UC/CSU eligibility for grades 9-12, with a focus on increasing the number of 9th and 10th grade students who remain eligible to graduate UC/CSU eligible by repeating D’s earned at previous schools.

Area of Focus: Graduation Rates
Root Causes:
Students enroll credit deficient (often in their 3rd or 4th cohort year) and may not be able to catch up and graduate by the end of their 5th cohort year.

Teachers are focused on students graduating in their 5th or 6th cohort year instead of 4th/5th cohort year.

Inconsistent use of data to proactively identify students by their cohort year results in delayed interventions and progress towards graduation.

Limited student accountability contributed to gaps in student progress, which is addressed by conducting biannual Achievement Chats with students and families to develop action plans and monitor progress.

Measurable Outcome: The charter will seek to maintain or increase the DASS graduation rate of 80% or higher. The charter will seek to increase its 4th/5th year graduation rate 3-5% in the 2026 Dashboard release.

Area of Focus: Chronic Absenteeism
Root Causes:

Students enroll with prior histories of poor attendance and disengagement, making consistent attendance habits difficult to re-establish without early intervention and support.

Some students experience external barriers such as transportation issues, family responsibilities, housing instability, or work obligations that negatively impact regular attendance.

Students who are significantly credit deficient may become discouraged about their ability to graduate on time, resulting in decreased motivation to attend consistently.

Students with Disabilities and students experiencing social-emotional or mental health challenges may require additional individualized supports and engagement strategies to maintain regular attendance.

Inconsistent monitoring of attendance data and delayed intervention responses may prevent staff from identifying and addressing attendance concerns before students become chronically absent.

Measurable Outcome: The charter will seek to decrease chronic absenteeism by increasing social emotional learning opportunities for middle school students. The charter will seek to decrease the Chronic Absenteeism rate 5% on the 2026 Dashboard release.

Area of Focus: Math Achievement

Root Causes:
Students enter the program with significant skill gaps in foundational math concepts, which impacts their ability to access grade-level standards.

Students with Disabilities and English Learners may need more targeted, scaffolded instruction and additional opportunities for guided math practice.

Inconsistent completion of math interventions may limit student progress toward standards mastery.
Students working independently may struggle to persist through multi-step math tasks without frequent teacher support and feedback.

Measurable Outcome: The charter will seek to increase SBAC math scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.

Area of Focus: ELA Achievement

Root Causes:
Students enroll with significant gaps in foundational reading, writing, and comprehension skills, which impacts their ability to meet grade-level ELA standards.

Students with limited engagement in reading outside of school may demonstrate slower progress in vocabulary development, fluency, and comprehension skills.

Inconsistent completion of literacy intervention programs and independent practice activities may limit student growth in reading comprehension and academic vocabulary.

Students with Disabilities and English Learners may require additional targeted literacy interventions, scaffolds, and differentiated instruction to access rigorous ELA content

Independent study students may struggle with self-paced reading and writing assignments without consistent teacher feedback, accountability, and progress monitoring.

Measurable Outcome: The charter will seek to increase SBAC ELA scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.

The following four areas of focus will be the charter priorities in the upcoming school year:

1. College and Career Preparedness: Building College & Career Indicator teacher awareness (increasing focus on a-g, SSB, dual enrollment, CTE pathways
2. 4th/5th year Grad Rate: Increasing teacher understanding 4th/5th year cohorts to support graduation within state-required timeline
3. Chronic Absenteeism: Reducing chronic absenteeism, particularly for Students with Disabilities, by strengthening student engagement, family communication, and early attendance intervention systems.
4. Math and ELA Achievement: Increasing math and ELA achievement schoolwide, with targeted support for Students with Disabilities and English Learners, who continue to perform below standard despite overall growth.

Data Utilized to conduct our Comprehensive Needs Assessment:

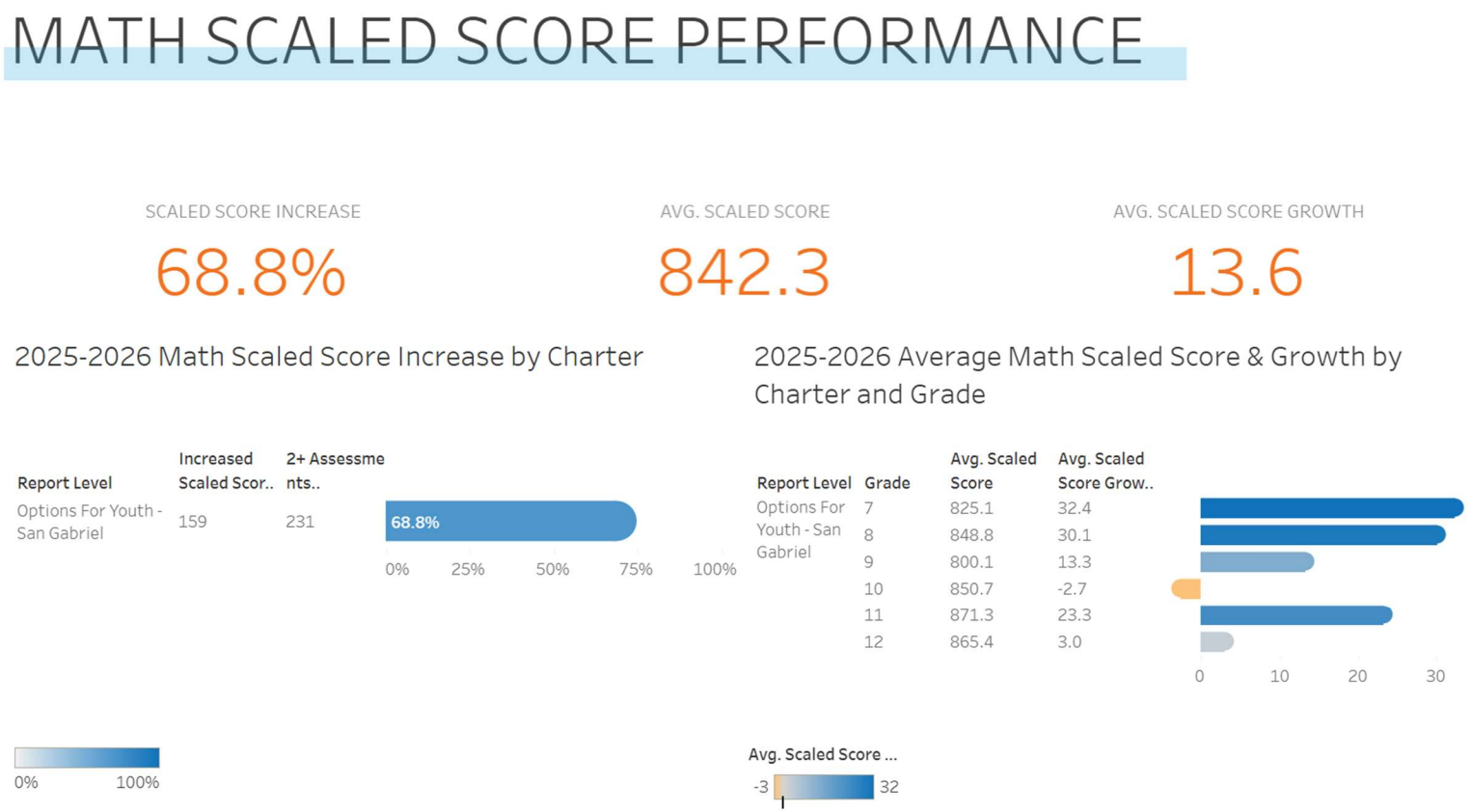
The charter pulled data from multiple sources to analyze student performance. Data pulled included:

California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA, and Math)
California Dept. of Education College and Career Data
CAASPP data (ELA and Math)
Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop Out Rates)
EL Reclassification Data
a-g course enrollment & completion rates
Stakeholder Surveys
Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
iLit Data
Student and Family Participation Rates in Events Data

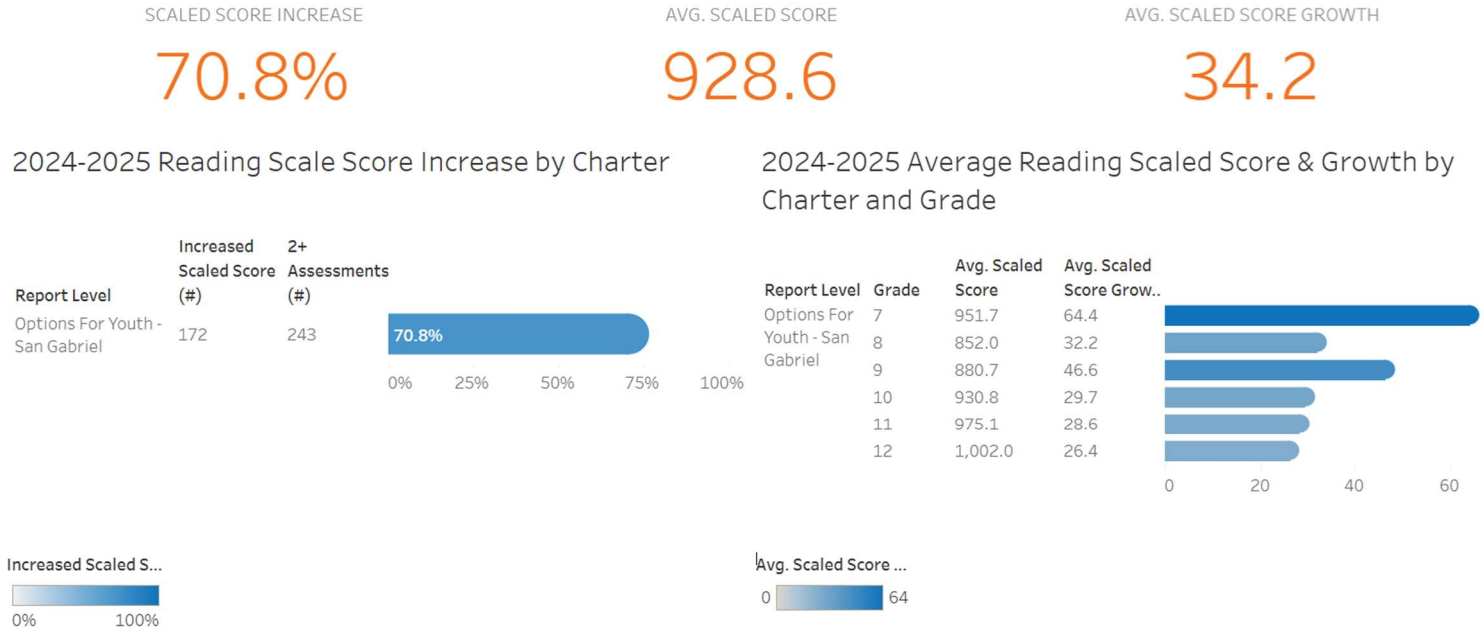
Math and ELA Intervention:

Student intervention will be determined based on RenSTAR mathematics and ELA test results. Teachers and counselors will analyze achievement data for students identified as needing intervention or urgent intervention to develop appropriate support plans. In the 2025-2026 school year, the LEA piloted the program IXL in math and reading, while also continuing to implement ExactPath in the Online Program. Math scaled scores increased 13.6 and the average GLE increased from 8.4 to 9.1. ELA scaled scores increased 24.2 and the average GLE increased from 9.8 to 10.4.

For the 2026-27 school year, the LEA will implement Math and ELA intervention programs including full implementation of IXL, ExactPath, iLit, and Freckle. To enhance intervention efforts, students may be scheduled for math and/or ELA enrichment sessions where they will receive targeted support from a Math Intervention Specialist (MIS) or English tutor. These sessions, conducted one-on-one or in small groups, will guide students through their individualized program, while allowing for direct instruction and individualized assistance. Instructors will pinpoint areas where students need improvement and generate customized learning sequences to help them progress. Math Intervention Specialists and tutors will receive training to effectively lead these sessions and will regularly collaborate to refine best practices. Additionally, math, ELA, and ELD teachers will be trained to integrate IXL into their classroom instruction, using the platform to address gaps in student understanding. Through a combination of structured interventions and the use of IXL, our goal is to improve student performance and equip them with the skills needed to succeed in grade-level mathematics.



READING SCALED SCORE PERFORMANCE



Educational Partner Involvement Process

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- Our PAC has engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

Parent Advisory Committee Educational Partner Engagement:

PAC members were nominated and then elected to serve for a one-year term. All members received overview training on the following to ensure robust dialogue and engagement.

Local Control Funding Formula – Purpose of Supplemental & Concentration Funds
School Safety Plan

Requirements for the SPSA - Development, progress monitoring and approval
Plan development cycle/approval process and timelines
Local Control & Accountability Plan
Student data analysis strategies

PAC Meeting Dates: 10/02/2025, 12/11/2025, 03/05/2026, 04/30/2026

Options for Youth - San Gabriel (OFY-SG) is committed to ensuring the inclusion of all Educational Partners in the Local Control and Accountability Plan (LCAP) process. The school implemented the Fall School Climate Survey and the Spring LCAP survey, which was administered to students, parents, and staff. Furthermore, they convened regularly with the School Leadership team to deliberate on LCAP goal development and ensure alignment with the diverse needs of all students. EL Specialists, Special Education Specialists, and additional teachers actively participated in LCAP meetings, contributing to the development of metrics and action items tailored to Students with Disabilities (SWD) and English Learners (EL) and Long-Term English Learners (LTEL). LCAP Surveys are administered biannually to gather feedback from staff, parents, and students, informing the refinement of OFY-SG's educational program and shaping LCAP goals for the upcoming school year.

OFY-San Gabriel has proactively engaged Educational Partners through Achievement Chats to solicit direct feedback for crafting a comprehensive instructional plan. Teachers have also provided input through center meetings, reflecting on conversations held via phone and Google Meet with parents. Some parents have reached out via phone calls, email, and social media to offer feedback and pose questions. We promote ongoing feedback through live interactions such as Google Meet, phone calls (for those without internet access), texts, and social media to enhance communication with all Educational Partners continuously. Teachers maintain weekly contact with families to foster an open line of communication, facilitating live feedback, inquiries, and contributions to the overarching plan.

OFY-San Gabriel communicated with families and students via emails, newsletters, and text messages, distributing our educational partner surveys in Fall 2025 and Spring 2026. To ensure accessibility to a wider range of families, surveys for students and parents/guardians were available in both English and Spanish. These feedback surveys remain our primary means of gathering information and maintaining connections with our students and families. Throughout the school year, we emphasize the significance of surveys, providing advance notice of survey releases and encouraging increased participation to enhance feedback quality.

Throughout the academic year, our dedicated staff actively engage in Professional Learning Communities (PLCs). These collaborative forums serve as platforms where important topics are spotlighted, and collective brainstorming takes place. Following these enriching discussions, we conduct surveys to gather valuable feedback from our teachers. This feedback serves as a compass, guiding our future Professional Development initiatives and shaping the content of subsequent PLCs.

Our PLCs convene a minimum of three times annually, delving into topics related to staff growth and support. We place a strong emphasis on enhancing the student experience, exploring ways to expand and improve it. Additionally, our instructional staff benefit from individualized connections—at least twice a year—where we identify areas for their professional growth. Collaborating with our skilled instructional coaches, we chart a course for progress through observations and post-observation meetings. Reflection is woven into the fabric of our year, providing numerous opportunities for growth. As we prepare for upcoming school years, our staff feels well-prepared and continues to evolve as educators, each tailored to their specific areas of development. Beyond PLCs, we gather additional insights from center meetings and

in-services held semesterly. Furthermore, we proudly share highlights from our plan with the Parent Advisory Committee (PAC) and our educational partners through digital communication channels.

CNA Educational Partner meeting was held in the 2025-26 school year to discuss the needs assessments and resource inequities, and are reviewed annually. Data utilized for CNA and LCAP needs assessment (RenSTAR, California Dashboard and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all Educational Partners during parent conferences/Achievement Chats. The comprehensive needs assessment (CNA) had a variety of Educational Partners involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, Post-Secondary Counselors, Special Education Teachers, English Learner Specialist and instructional support staff.

Staff representatives from the OFY-San Gabriel were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met in person on February 6, 2026 to review, analyze, and discuss school data. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter Parent Advisory Committee for feedback.

Resource Inequities Review conducted on 2/20/2026
The outcomes of the comprehensive needs' assessment provided us the four areas of focus necessary to address systematic learning needs.

<u>Actionable Resource Inequities Identified</u>

- Achievement gaps in Math and ELA for Students with Disabilities and English Learners
- Inconsistent progress monitoring and early intervention systems
- Higher chronic absenteeism rates among Students with Disabilities
- Inconsistent subgroup student participation in:
    - a-g coursework
    - dual enrollment opportunities
    - CTE pathways
- Inconsistent staff use of cohort, attendance, and graduation data to identify at-risk students early
- Gaps in support for students who enroll significantly credit deficient
- Inequities in college and career readiness awareness and planning

<u>Priority Inequities to Address</u>

- Closing Math and ELA achievement gaps for Students with Disabilities and English Learners
- Reducing chronic absenteeism, particularly among Students with Disabilities
- Increasing equitable access to college and career readiness opportunities
- Improving a-g completion and dual enrollment participation for SWD and EL subgroups
- Strengthening early identification systems for students at risk of delayed graduation

- Increasing consistent intervention implementation

Planned Actions to Address Inequities

- Review systems for targeted academic interventions in Math and ELA
- Increase differentiated and scaffolded instruction for EL and SWD students
- Strengthen attendance intervention and monitoring systems
- Utilize assessment, attendance, and cohort data for early intervention
- Increase family communication and engagement focused on academic proficiency
- Expand staff training on:
    - a-g requirements
    - CCI pathways
    - graduation cohort tracking
    - dual enrollment opportunities
- Develop individualized graduation and intervention plans for credit-deficient students
- Expand social-emotional learning and student engagement opportunities

Non-Actionable Resource Inequities

- Students enrolling significantly credit deficient from prior schools
- Prior academic disruptions and inconsistent educational access
- Housing instability
- Transportation barriers
- Family responsibilities and work obligations
- Limited access to community mental health resources
- External socioeconomic factors impacting attendance and engagement

Monitoring and Evaluating Effectiveness

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

OFY-SG employs a structured, data-driven approach to monitor and evaluate the implementation and impact of its CSI Plan, ensuring interventions are effective and student outcomes improve.

Data Collection and Analysis
OFY-SG collects and analyzes data from multiple sources to measure progress on CSI goals:

- State and External Data: California School Dashboard outcomes.
- Internal Assessment Data: RenSTAR benchmark testing, formative assessments, and individual student tracking.
- Targeted Metrics: Graduation rates, college and career readiness indicators, chronic absenteeism, and math/ELA performance.

Key processes include:

- Quarterly Monitoring Cycles: Evaluate the effectiveness of CSI strategies and interventions.
- Annual Implementation Review: Analyze the impact of CSI actions on student achievement and refine plans accordingly.

● Collaborative Data Analysis: Educational partners, including staff and leadership, review trends to guide adjustments.

Educational Partner Collaboration
OFY-SG ensures ongoing engagement with educational partners to inform decision-making and continuous improvement:
● Staff Data Reflection: Quarterly sessions for teachers and leadership to review student outcomes and refine interventions.
● Parent Advisory Committee (PAC): Active participation in CSI monitoring, providing feedback during quarterly meetings.
● Educational Partner Engagement Events: Opportunities at least once per semester to review and discuss CSI progress.
● Counselor and Leadership Coordination: Monthly meetings to identify students in need of targeted support and ensure timely interventions.
● CNA: Conducted annually with educational partner input to identify growth areas and adjust strategies.

Student Progress Monitoring and Interventions
OFY-SG prioritizes evidence-based interventions to address learning loss, improve achievement, and support graduation:
Focus Areas:
● Maintain or exceed a 68% graduation rate.
● Reduce chronic absenteeism.
● Improve math proficiency through targeted interventions.

RenSTAR Assessments: Administered three times per year to measure growth, identify skill gaps, and provide individualized interventions.

9-12 Grade Cohort Tracker System: Monitors student progress toward graduation beginning in 9th grade and flag students needing additional support.

Reporting and Capacity Building
OFY-SG emphasizes transparency and builds capacity for continuous improvement:
● Quarterly Data Reports: Shared with educational partners to support collaborative decision-making.
● School Board Oversight: Regular updates on CSI progress, outcomes, and adjustments.
● Staff Support: Access to monthly intervention trackers and professional development focused on improving CSI metrics and student outcomes.
● Parent Engagement: Participation in achievement chats and engagement events to strengthen home-school collaboration and support student success.

Through these structured monitoring, evaluation, and collaboration processes, OFY-San Gabriel continuously refines its CSI plan to ensure that all students receive targeted academic support, social-emotional guidance, and opportunities to achieve postsecondary success.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff	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 May 21, 2026. 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 5/26/2026-6/05/2026), 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.

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; May 21, 2026; and June X, 2026.
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.

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.

- 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.

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Reclassification rates	Internal data Spring 2024: 75% Reclassification Rate	Internal data Spring 2025: 62.5% Reclassification Rate	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↑

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%↑

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	Fall 2025 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: 5 – Full Implementation and 5 – Full Implementation and	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	Implementation of Standards: 4 → 5

		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	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.

The majority of the planned actions and services outlined in Goal 1 were implemented as intended, as identified within the LCAP.

Successes: The LEA demonstrated overall success in the implementation of allocations within Goal 1, despite encountering minor challenges. Targeted intervention supports and specialized instruction for Students with Disabilities were effectively implemented, resulting in enhanced alignment with students' IEPs and increased access to individualized academic supports.

The LEA also successfully implemented English Learner (EL) individualized support and instruction through the administration and analysis of EL-specific assessments, including ELPAC and reclassification data. These efforts contributed to maintaining progress toward the LEA's reclassification rate targets by 2027.

Additionally, the LEA demonstrated successful implementation of the iLit program, supported by ongoing professional development provided to English Learner Specialists to strengthen instructional practices and program fidelity. Furthermore, the LEA introduced Math IXL as a supplemental intervention to support mathematics achievement. This platform enabled the provision of targeted, standards-aligned practice and data-driven insights, allowing staff to more effectively identify skill gaps and implement differentiated instruction aligned to individual student learning needs.

Through the LREBG-funded Learning Gap Closure Acceleration action, the LEA expanded intervention and learning recovery opportunities for students identified as academically at risk. These supports included targeted intervention, credit recovery opportunities, expanded

learning opportunities such as night school, and individualized academic support in ELA and mathematics. The LEA also continued to provide structured college and career exploration opportunities to promote postsecondary readiness and increase student engagement in long-term academic planning. These efforts were principally directed toward English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students who were disproportionately impacted by learning disruptions.

Challenges: The LEA continues to face challenges implementing College Board and AVID strategies to develop LTEL students' study skills and independent learning strategies. Many LTEL students require additional support to adapt to the academic rigor and self-directed learning expectations associated with these approaches. This has impacted the consistency of implementation of postsecondary readiness strategies and extended learning opportunities for some students.

Limited staff training, time constraints, and variability in student engagement, motivation, and organizational skills continue to affect consistent implementation. Addressing this ongoing challenge will require sustained professional development, targeted student support, and instructional adjustments to ensure all LTEL students can effectively access and benefit from these strategies.

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

The charter has no material differences between budgeted and actual expenditures to report. Funding allocated for the LREBG-funded Learning Gap Closure Acceleration action was implemented as planned to support targeted academic intervention, expanded learning opportunities, credit recovery, and postsecondary readiness activities for identified student groups. The LEA will continue to monitor expenditures to ensure ongoing alignment between planned allocations, implementation, and student needs.

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

A majority of the actions outlined within Goal 1 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of student progress. Current California Dashboard data indicates a 0.9% decrease in English Learner Progress Indicator (ELPI) growth; however, this reflects overall stability in ELPI performance rather than significant decline, and will continue to be closely monitored to ensure sustained progress.

Goal 1 Actions 2, 3, and 4 are showing effectiveness in supporting the LEA's targeted English Learner reclassification goal of 75% annually, with the charter currently meeting this target at 75% for the 2025–2026 school year. These outcomes suggest that targeted EL supports, instructional strategies, and monitoring systems are contributing to improved language acquisition and reclassification outcomes.

Additionally, Goal 1 Action 1, which focuses on support for Students with Disabilities, is demonstrating progress toward the LEA's three-year outcome goals through increased access to individualized instruction and aligned supports.

The LREBG-funded Learning Gap Closure Acceleration action continues to play a supporting role in these outcomes by providing expanded academic intervention, credit recovery opportunities, and targeted instructional support for students identified as needing additional assistance, including English Learners and Students with Disabilities. These supports are contributing to overall academic access and helping strengthen progress toward both language acquisition and core academic goals.

Continued focus on consistency of implementation and targeted intervention will be necessary to maintain and accelerate growth across all student groups.

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

The LEA will continue implementing the majority of the metrics and actions outlined within Goal 1, as current data indicates these strategies are effective in supporting progress toward the 2026–27 desired outcomes. Based on implementation review and program alignment, the LEA will remove Action #4 (AVID Development) and Action #7 (LTEL Professional Development).

The LEA has not implemented a full AVID program; however, AVID-aligned instructional strategies will continue to be embedded within ongoing professional development for teachers, with a strengthened focus on MTSS practices and instructional support. Additionally, LTEL professional development will continue to be provided but will be consolidated within Action #5 to streamline implementation and improve clarity and consistency in tracking professional learning activities.

In addition, the LEA will relocate the LREBG-funded Learning Gap Closure Acceleration action from Goal 3 to Goal 1 (now represented as Goal 1, Action 6) to better align funding and services with identified student needs. This adjustment ensures LREBG resources are more directly targeted toward student groups demonstrating the greatest academic gaps, particularly Students with Disabilities and English Learners, who continue to show lower levels of growth relative to other student populations, including Low Income and Hispanic students.

This reallocation is intended to strengthen coherence across the LCAP and improve the alignment between funding, intervention strategies, and student outcome goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Students with Disabilities (SWD) Intervention Support and Instruction	Special Education (SPED) teachers and paraprofessionals will have abundant opportunities to attend workshops, take part in planning days, and receive coaching to enhance their ability to provide students with high-quality, differentiated instruction and intervention support that aligns with Common Core standards. This effort will be specifically targeted towards supporting Students with Disabilities. Furthermore, OFY SG will organize post-secondary transition events for all Students with Disabilities in collaboration with educational partners, ensuring active student engagement and the achievement of post-secondary transition goals. Additionally, caseload managers will conduct thorough reviews of Individualized Education Programs (IEPs) upon enrollment to assess the necessity for re-evaluation, adjustments to services, and readiness for state testing.	$300,000	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

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

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.

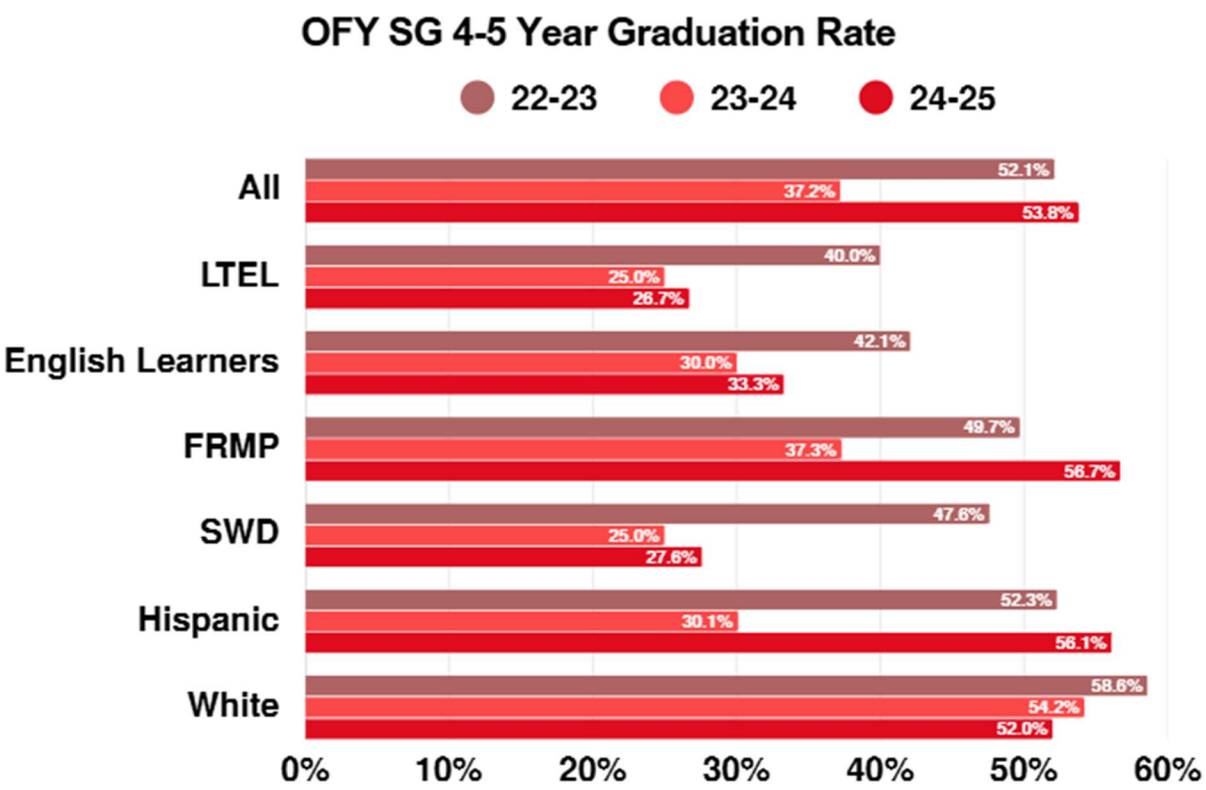
Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

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.


OFY SG 4-5 Year Graduation Rate
22-23
23-24
24-25
All
52.1%
37.2%
53.8%
LTEL
40.0%
25.0%
26.7%
English Learners
42.1%
30.0%
33.3%
FRMP
49.7%
37.3%
56.7%
SWD
47.6%
25.0%
27.8%
Hispanic
52.3%
30.1%
56.1%
White
58.6%
54.2%
52.0%
0%
10%
20%
30%
40%
50%
60%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	UC/CSU (A-G) Completion The charter will strive to increase the percentage of students in the combined four- and five-year graduation cohort who meet UC/CSU entrance requirements (A–G completion), thereby expanding postsecondary opportunities and college readiness for graduates.	Fall 2023 CA Dashboard: All Students: 16.6% Hispanic: 15.9% Socioeconomically Disadvantaged: 14.0%	Fall 2024 CA Dashboard: All Students: 15.5% Hispanic: 13.7% Socioeconomically Disadvantaged: 14.7%	Fall 2025 CA Dashboard: All Students: 27.9% Hispanic: 22.7% Socioeconomically Disadvantaged: 27.8%	By 2026–27, maintain or increase the overall percentage of students meeting UC/CSU A–G requirements at 20% or higher, with continued focus on improving outcomes for student groups performing lowest on the College/Career Indicator (CCI) on the California School Dashboard.	All Students: 11.3%↑ Hispanic: 6.8%↑ Socioeconomically Disadvantaged: 13.8%↑
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%	Fall 2025 CA Dashboard: All Students: 21.4%% Hispanic: 33.3% % Socioeconomically Disadvantaged: 27.3 %	The charter aims to have 5% of all students in the 4-5 year graduating cohort complete dual enrollment college classes through 2026-27, as well as students with the lowest CCI performance on the CA dashboard.	All Students: 1.4%↑ Hispanic: 13.3%↑ Socioeconomically Disadvantaged: 12.7%↓

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%	Fall 2025 CA Dashboard: All: 0% Hispanic: 0% Socioeconomically disadvantaged: 0%	By 2027, The charter aims to have 10 students complete a CTE pathway as measured by the CA Dashboard as well as students with the lowest CCI performance on the CA dashboard.	All: 8.3↓ Hispanic: no change Socioeconomically disadvantaged: no change
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↑

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.

All planned actions and services outlined in Goal 2 were fully implemented as intended and identified within the LCAP.

Successes:
The LEA successfully implemented allocations within Goal 2, with continued progress in post-secondary readiness through the Senior Cohort program, R.I.S.E. (Resilient Individuals Striving for Excellence). This program supported students in career exploration, college awareness, and the development of essential soft skills aligned to post-secondary success.

The LEA strengthened partnerships with the local community college to expand student awareness and participation in college credit-bearing coursework. Additional post-secondary readiness supports, including college tours, application workshops, and FAFSA completion support, provided students and families with increased access to information and resources needed to navigate post-secondary pathways.

The LEA also successfully completed its first cohort of students in Year 2 of the Cosmetology Career and Technical Education (CTE) pathway, representing a key milestone in expanding hands-on, industry-aligned career preparation opportunities.

Challenges:

The LEA continues to experience challenges in expanding CTE program participation. Limited course availability, scheduling constraints, and inconsistent student awareness of CTE offerings have impacted engagement in pathways aligned to student interests and post-secondary goals. In addition, access to fully developed, hands-on industry experiences remains an ongoing barrier. The LEA remains committed to strengthening CTE offerings and improving student participation in career pathways to better support post-secondary readiness and workforce alignment.

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

The LEA identified an increase in student interest in Career Technical Education (CTE) pathways during the implementation period. As a result, the LEA reallocated a portion of funds originally designated under Goal 2, Action 2 (Dual Enrollment) that were not fully utilized, and redirected these resources to support Goal 2, Action 3 (CTE program expansion and supports).

This adjustment allowed the LEA to better align available funding with demonstrated student interest and program demand, while maintaining support for post-secondary readiness opportunities. The overall goal of expanding access to college and career pathways remained unchanged, and expenditures continued to support implementation of Goal 2 actions as intended.

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

The actions outlined within Goal 2 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of student progress. Actions related to college readiness and post-secondary preparedness (Goal 2, Actions 1, 2, and 4) are showing positive outcomes, as evidenced by an increase in A–G completion of 12.4% for all students. Additionally, subgroup performance has improved, with Hispanic students increasing A–G completion by 9% and Socioeconomically Disadvantaged students increasing by 13.1%.

The LEA has also observed growth in student participation in college credit-bearing courses through established MOUs with local colleges supporting dual enrollment opportunities. These increases reflect expanded access to post-secondary coursework and improved awareness of college pathways.

Furthermore, Goal 2 Action 5, focused on Foster and Homeless Youth supports, continues to demonstrate effectiveness. Postsecondary counselors are conducting bi-semester meetings with Foster and Homeless Youth to provide ongoing academic planning, monitoring, and individualized support to promote post-secondary readiness.

Based on current course completion trends and ongoing implementation of post-secondary supports, the LEA anticipates continued progress toward Core Course Completion targets as students complete the current academic cycle.

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

The LEA will continue implementing all actions outlined within Goal 2, as current data and monitoring indicate these strategies are effective in supporting progress toward the 2026–27 desired outcomes related to college and career readiness, credit attainment, and postsecondary planning .

As a result of the annual reflection process, the LEA revised Goal 2, Metric 1 to improve alignment between the metric and the desired outcome. The previous metric relied on data from the College and Career Indicator (CCI) Levels Report and measured students identified as “Prepared” through A–G completion. The revised metric utilizes data from the California Dashboard UC/CSU Eligibility Report and measures the percentage of graduates who meet UC/CSU eligibility requirements. This change provides a more direct and comprehensive measure of A–G completion and college readiness.

The LEA also revised Goal 2, Metric 2 by changing the student group from “all students” to “12th grade graduates” to better align the metric with the population being measured and reported. This revision improves the accuracy, clarity, and consistency of the metric.

No changes are being made to Goal 2 actions, target outcomes, or remaining metrics. Based on implementation results and outcome data, the LEA has determined that the current actions remain appropriate and effective. The LEA will continue monitoring progress and refining implementation practices as needed to support continuous improvement and sustained student success.

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	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

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

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

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Suspension Rates	Fall 2023 CA Dashboard: 0% suspended	Fall 2024 CA Dashboard: 0% suspended	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%↓

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	Fall 2025 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 30.3% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the	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	Clear (% of teaching FTE): 0.8%↑

		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.	Education Code reference mentioned above for alternative settings. Using this report In the 2024-2025 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.

All actions and services identified under Goal 3 of the LCAP were implemented with fidelity and in alignment with the intended plan.

Successes: As a result of effective implementation of Goal 3 actions, the LEA has made measurable progress in strengthening parent involvement and overall educational partner engagement across the school community. This progress has been supported by providing multiple opportunities throughout the year for families, students, and staff to engage in two-way communication and provide meaningful feedback through a variety of platforms and engagement events.

All students have access to a broad range of social-emotional development programs, activities, and supports delivered through both in-person and virtual formats. These opportunities are designed to promote student connection, collaboration, and well-being. Offerings include

experiential learning excursions, field trips, social-emotional learning curriculum, sports programs, student council participation, and student-led events. Increased participation has been observed in school-wide events and activities, particularly those focused on social-emotional learning, contributing to improved student engagement, connectedness, and overall well-being.

Additionally, the school safety initiative (Goal 3, Action 3) was fully implemented through comprehensive safety protocols, clearly defined emergency response procedures, and proactive prevention strategies. These systems have supported the maintenance of a safe and structured learning environment for students and staff.

Challenges: No significant implementation challenges were identified for Goal 3 during this reporting period.

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

The LEA did not fully expend all funding allocated to Goal 3, Action 2 (Social Emotional Development Opportunities) during the reporting period. As a result, available unspent funds were reallocated to support implementation of Goal 1, Actions 3 and 4, specifically to strengthen research-based interventions and targeted curriculum and instructional supports for Long-Term English Learner (LTEL) students.

This reallocation allowed the LEA to align available resources with identified student needs while continuing to support academic intervention and language development priorities. All expenditures remain consistent with LCAP implementation goals and were used to enhance services for high-need student groups.

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

The actions outlined within Goal 3 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of progress. Actions related to educational partner engagement and social-emotional development (Goal 3, Actions 1–3) are showing positive outcomes, as evidenced by sustained low suspension rates (0%) and a low dropout rate of 1.1%.

The school safety initiative is also showing progress based on student and parent survey data related to perceptions of online safety and peer pressure. Student survey scores increased by 0.6 points toward the maximum score of 5, while parent survey scores decreased slightly by 0.36 points. Despite this decrease, both groups continue to report generally positive perceptions of safety, with parent scores exceeding the target benchmark of 4.0 and student scores nearing that benchmark.

Overall, the LEA continues to monitor these indicators closely and will maintain a focus on strengthening student connectedness, safety, and social-emotional supports. Continued implementation is expected to support sustained progress toward desired outcomes by the end of the 2027 LCAP cycle.

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

The LEA will continue implementing all actions and metrics outlined within Goal 3, as they have demonstrated effectiveness in supporting progress toward the 2026–27 desired outcomes. No changes are planned to the goal, metrics, or actions.

The only adjustment is the relocation of the LREBG-funded action from Goal 3 to Goal 1 to better align services with student needs and intended outcomes. This change reflects improved alignment of existing funded activities and does not alter the allowable use or intended purpose of LREBG funds.

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.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$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%	0.00% - No Carryover	$0.00 - No Carryover	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

Goal 1 Action #3	A CNA and Resource Inequity Review conducted in January 2026 identified critical challenges impacting English Learners (EL), Long-Term English Learners (LTEL), low-income (LI) students, and Foster Youth. These findings, corroborated by the 2025 California School Dashboard, internal student performance data, and input from educational partners, highlight specific academic, linguistic, and socio-emotional barriers that require targeted interventions. While actions will be implemented schoolwide to ensure equity and consistency, they are principally directed toward these student groups to provide focused support that addresses persistent achievement gaps, access barriers, and disproportional outcomes. **Key Needs Identified in 2025-26** Low-Income Students (LI): Face systemic barriers including limited access to resources, inconsistent attendance, and economic instability. Targeted interventions include literacy and math supports, behavioral programs, and wraparound services to provide personalized instruction and equitable learning opportunities. English Learners (EL) & Long-Term English Learners (LTEL): Require focused language and academic support to access grade-level content. Actions include SIOP-based instruction, designated and integrated ELD, and data-driven interventions to accelerate language acquisition and support reclassification. Foster Youth: Experience educational disruption, trauma, and inconsistent academic supports. Supports include targeted interventions, trauma-informed practices, and consistent monitoring to stabilize engagement and promote academic and socio-emotional growth.	This action is principally directed toward the needs of unduplicated student groups—including English Learners (EL), Long-Term English Learners (LTEL), low-income students (LI/FRMP), Homeless Youth (HY), and Foster Youth (FY)—as identified through the CNA, California School Dashboard data, local performance measures, and educational partner feedback. These actions are implemented LEA-wide to ensure equitable access to support, consistency in implementation, and coordinated monitoring systems across programs and sites. Because a significant portion of the LEA's student population is classified as unduplicated, implementing these interventions LEA-wide ensures that students experiencing systemic academic, linguistic, and socio-emotional barriers receive consistent and coordinated support regardless of school location or program setting. **Goal 1, Action 3 – Implementation of Research Based Interventions** How It Addresses Needs: This action provides targeted academic and social-emotional supports to unduplicated student groups, including EL, LTEL, low-income (LI/FRMP), foster youth (FY), and homeless youth (HY). Supports include tutoring, structured intervention periods, counseling, and extended learning opportunities, designed to address barriers such as language proficiency gaps, interrupted learning, economic instability, and trauma. By delivering differentiated instruction, culturally responsive strategies, and socio-emotional resources, this action ensures that unduplicated students receive the personalized interventions necessary to engage meaningfully, achieve grade-level content mastery, and	**Metric 3: Math Grade Equivalency** Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a yellow rating by the 2027 CA Dashboard release.

	2025-26 Data Trends Student Achievement: English Learners (EL) • Math GLE Average: 1.0 • ELA GLE Average: 1.6 Long-Term English Learners (LTEL) • Math GLE Average: 0.6 • ELA GLE Average: 1.9 Low-Income (LI) Students • Math GLE Average: 1.3 • ELA GLE Average: 1.6 Foster Youth • Math GLE Average: 0.3 • ELA GLE Average: 0.0 Attendance & Engagement English Learners (EL) • 6–12 Chronic Absenteeism: 18.2% • 7–8 Chronic Absenteeism: 11.1% Long-Term English Learners (LTEL) • 6–12 Chronic Absenteeism: 29.3% • 7–8 Chronic Absenteeism: 12.5% Low-Income (LI) Students • 6–12 Chronic Absenteeism: 31.8% • 7–8 Chronic Absenteeism: 35.3% Foster Youth • 6–12 Chronic Absenteeism: 57.1% • 7–8 Chronic Absenteeism: 0.0% Educational Partner Feedback • 57.5% of students reported feeling they have adequate access to academic interventions. • 80.77% of families indicated they receive enough communication and support for student success. These findings underscore the need for targeted actions to ensure unduplicated students have	improve overall academic and social-emotional outcomes. Why LEA-wide: Implementing this action LEA-wide guarantees equitable access to high-quality supports for all students, ensuring that students experiencing systemic barriers receive consistent, coordinated interventions. A systemwide approach promotes instructional consistency, coordinated monitoring of progress, and early identification of students needing additional support, while avoiding fragmentation of services. By providing these interventions for all students, the LEA ensures that unduplicated students are supported regardless of school placement or program model, strengthening both equity and sustainability of services. Implementing this action LEA-wide supports the LEA's commitment to equity by providing coordinated academic, social-emotional, and engagement supports while ensuring that unduplicated students receive consistent, high-quality services designed to remove systemic barriers and improve educational outcomes.	

	access to instruction, resources, and support necessary for academic success and personal growth.		

Goal 1 Action #4	A CNA conducted in January 2026, alongside the 2025 California School Dashboard and educational partner feedback, identified gaps in staff capacity that affect the academic and social-emotional outcomes of English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and socioeconomically disadvantaged students (FRMP). These student groups face systemic barriers—including academic gaps, attendance challenges, and social-emotional stressors—that require targeted interventions and specialized instructional support. While professional development initiatives are implemented schoolwide for consistency and equity, they are principally directed toward these unduplicated student groups to ensure educators are equipped to meet their unique needs. **Key Needs Identified in 2025-26** English Learners (EL) & LTEL: • Gaps in language proficiency, academic vocabulary, and access to grade-level content. • Need for structured, evidence-based professional development in integrated and designated ELD, Sheltered Instruction Observation Protocol (SIOP), and culturally responsive teaching. • Goal: Accelerate language acquisition, support reclassification, and close achievement gaps. Foster Youth (FY) & Low-Income Students (FRMP): • Challenges include unstable living conditions, chronic absenteeism, and exposure to trauma or socioeconomic stressors. • Educators require professional development in trauma-informed practices, restorative	Through the CNA, internal data, and feedback from educational partners, the LEA identified the need to strengthen educator capacity to support unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and homeless/foster youth. These student groups face unique academic and social-emotional challenges, including language barriers, economic hardship, and instability that require differentiated instructional strategies and consistent, targeted support. **Goal 1, Action 4 - All Staff Professional Development** How It Addresses Needs: This action provides targeted professional development to all staff, addressing the specific needs of unduplicated student groups: • Equity-Focused Instruction: Training emphasizes culturally responsive teaching, differentiated instruction, and trauma-informed practices to address barriers related to language, socioeconomic status, and academic engagement. • Supporting EL and LTEL Students: Staff receive instruction on designated and integrated ELD, bilingual strategies, and language scaffolding to strengthen language acquisition, academic engagement, and reclassification progress. • Consistent Support Across Classrooms: By including teachers, administrators, and support personnel, professional development ensures uniform, high-quality practices across all classrooms and learning environments. • Social-Emotional and Trauma-Informed Strategies: Educators learn restorative practices and SEL strategies to support	**Metric 6: Local Indicator – Priority 2: Implementation of State Standards** Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards **Metric 3: Math Grade Equivalency** Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a

	approaches, social-emotional learning (SEL), and equity-focused instructional strategies. • Goal: Provide stable, responsive supports that promote engagement, school connectedness, and academic success. Overall Staff Readiness: • Fall 2025 LCAP survey indicates that while 61.5% of staff feel current PD aligns with instructional needs, targeted training for unduplicated student groups is insufficient. • Only 30.8% report access to PD focused on social-emotional learning. • Emphasis on practical, classroom-connected PD is needed to improve instructional outcomes for high-need students. **2025-26 Data Trends** <u>Professional Development Relevance</u> • 88.28% of staff are satisfied with current PD offerings. • 11.54% feel neutral about the PD meeting their instructional needs. • 30.8% report access to PD focused on social-emotional learning. <u>Student Achievement:</u> English Learners (EL) • Math GLE Average: 1.0 • ELA GLE Average: 1.6 Long-Term English Learners (LTEL) • Math GLE Average: 0.6 • ELA GLE Average: 1.9 Foster Youth • Math GLE Average: 0.3 • ELA GLE Average: 0.0 <u>Educational Partner Feedback / Family Engagement</u>	foster youth, homeless students, and students facing economic hardship, fostering a safe and inclusive school climate. • Data-Driven Improvement: Teacher feedback and student outcome data guide the continuous refinement of professional learning cycles to remain responsive to evolving needs. Why LEA-Wide: Implementing this professional development LEA-wide ensures equitable access and instructional consistency for all unduplicated students across every site. This systemwide approach: • Promotes collaboration, shared accountability, and strategic resource allocation. • Reduces disparities in instructional effectiveness and student support. • Builds a sustainable, inclusive learning culture where evidence-based strategies are consistently applied, maximizing impact for ELs, LTELs, FRMP students, and foster/homeless youth. By providing professional development LEA-wide, the LEA ensures that educators are fully equipped to implement differentiated, culturally responsive, and trauma-informed strategies. This investment fosters equitable access to high-quality instruction, strengthens student engagement, and improves academic and social-emotional outcomes for unduplicated student groups, creating a more inclusive and supportive learning environment for all learners.	yellow rating by the 2027 CA Dashboard release.

	• 92.31% of parents reported that the school provides timely and effective communication “always” or “often.” • 7.69% of parents reported that they only received communication from the school “sometimes.” Indicates a need to strengthen home-school communication and family partnerships. These findings reinforce the urgent need for targeted professional development under LCAP Goal 1, Action 5 to enhance teacher effectiveness in addressing the unique challenges of unduplicated student groups, ensuring equitable access to high-quality instruction and support services.		

Goal 2 Action #1 Action #2 Action #3 Action #4	A CNA and the 2025 California School Dashboard outcomes highlight significant gaps in graduation rates and College/Career Readiness for low-income students (LI), foster youth (FY), and English Learners (ELs). These unduplicated student groups face systemic barriers that limit access to post-secondary education and career pathways. While interventions will be implemented schoolwide for equity and consistency, they are principally directed toward these high-need populations to ensure targeted support close opportunity and achievement gaps. **Key Needs Identified in 2025-26** Low-Income Students (LI) & Foster Youth (FY): • Barriers include limited access to financial aid guidance, academic counseling, mentorship, and family support. • Students require structured, individualized support to navigate post-secondary pathways, including CTE, AP, and dual enrollment programs. • Goal: Increase access to college/career resources, enhance engagement, and improve graduation and post-secondary outcomes. English Learners (ELs): • Language proficiency gaps limit eligibility for rigorous coursework and participation in post-secondary pathways. • Cultural and informational barriers reduce awareness and access to AP courses, CTE programs, and dual enrollment opportunities. • Goal: Provide targeted, language-accessible interventions and mentorship to accelerate post-secondary readiness.	Through the CNA, internal data, and feedback from educational partners, the LEA identified unique needs for English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and foster youth. These student groups face systemic barriers to college and career readiness, including limited access to post-secondary guidance, financial constraints, language proficiency gaps, and exposure to advanced coursework. To address these challenges, the LEA is implementing schoolwide postsecondary advancement programs, college credit courses, and enhanced Career Technical Education (CTE) opportunities that are principally directed toward unduplicated student groups. **Goal 2, Action 1 – Postsecondary Advancement Programs** How It Addresses Needs: • Targeted Academic and Career Guidance: Provides unduplicated students with structured support for postsecondary planning, including individualized academic counseling, mentorship, and college application guidance. • Equity-Focused Intervention: Focuses on EL, LTEL, FRMP, and foster youth to ensure they can navigate financial aid, scholarships, and postsecondary pathways that might otherwise be inaccessible. • Bridging Opportunity Gaps: Early exposure to postsecondary requirements and resources helps reduce disparities in graduation rates and college readiness indicators. Why Schoolwide: Offering these programs schoolwide ensures consistent access to postsecondary planning	**Metric 1: UC/CSU (A–G)** Completion Maintain or increase the overall percentage of students in the combined four- and five-year graduation cohort meeting UC/CSU entrance requirements (A–G completion) to 20% or higher by 2026–27, with a focus on improving outcomes for student groups with the lowest CCI performance on the CA School Dashboard. **Metric 2: College Credit Courses** Increase the percentage of students completing dual enrollment college courses to 5% by 2026-27, including students with the lowest CCI performance on the CA Dashboard **Metric 3: CTE Pathway Completion** Ensure 10 students complete a Career Technical Education (CTE) pathway by 2027, as measured by the California Dashboard, with a focus on students with the lowest CCI performance on the CA Dashboard **Metric 4: Core Course Credit Completion** Ensure that all students complete at least 5.3 units per

	2025-26 Data Trends College/Career Readiness Performance English Learners (EL): • 15.0% Approaching Prepared (CCI) • 75.0% Not Prepared (CCI) • 14.3% A–G Completion Low-Income Students (LI): • 18.9% Approaching Prepared (CCI) • 78.6% Not Prepared (CCI) • 13.3% A–G Completion Foster Youth (FY): • N/A Approaching Prepared (CCI) • N/A Not Prepared (CCI) • N/A % A–G Completion Graduation Rates • EL: 33.3% • LI: 56.6% • FY: N/A Educational Partner Feedback • 96.16% of parents expressed positive satisfaction with the academic support their child receives to be prepared for college and career. • 77.5% of students expressed positive satisfaction with the academic support they receive to be prepared for college and career. These findings emphasize the urgent need for targeted interventions to improve college and career readiness for unduplicated student groups. By expanding equitable access to CTE pathways, financial aid support, mentorship, and culturally responsive programming, we can ensure that all students—regardless of socioeconomic status or language background—are empowered to pursue their post-secondary aspirations.	resources, so every student, regardless of school or background, receives equitable guidance and support in preparing for college and career pathways. **Goal 2, Action 2 – College Credit Course Enrollment** How It Addresses Needs: • Broad Access: Provides all students with opportunities to earn college credit while in high school, promoting advanced learning and postsecondary preparation. • Targeted Support for Unduplicated Students: EL, LTEL, FRMP, and foster youth benefit from structured scaffolding, academic support, and mentorship to succeed in rigorous coursework. • Pathway to College Readiness: Early credit accumulation builds confidence, accelerates academic progress, and reduces barriers to higher education. Why Schoolwide: Implementing college credit courses schoolwide ensures equitable access to advanced coursework, promoting a consistent high-expectation culture and supporting students historically underrepresented in postsecondary opportunities. **Goal 2, Action 3 – CTE Program Enhancement for Improved Graduation and Readiness Outcomes** How It Addresses Needs: • Career Exploration and Skill Development: Expands CTE offerings to provide unduplicated students with practical, hands-on learning experiences that connect to workforce opportunities.	core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year **Metric 5: DASS Graduation Rate (One-Year)** Achieve a one-year graduation rate of at least 70% by 2026-27.

		• Mentorship and Internship Opportunities: Offers structured pathways for EL, LTEL, FRMP, and foster youth to explore careers, develop professional skills, and build postsecondary readiness. • Alternative Pathways to Success: Supports students who may struggle in traditional academic settings by emphasizing competency-based and real-world skill development. Why Schoolwide: Providing enhanced CTE programs schoolwide ensures all students have access to high-quality career and technical education, fostering equitable opportunities for skill-building, exploration, and future employment pathways. **Goal 2, Action 4 – Enhancing Student Readiness with Comprehensive Post-Secondary Events** How It Addresses Needs: • Workshops and Information Sessions: Offers college fairs, financial aid nights, FAFSA support, and dual-enrollment orientations, prioritizing unduplicated student groups who may lack familial support in navigating postsecondary options. • Guided Postsecondary Planning: Provides opportunities for EL, LTEL, FRMP, and foster youth to connect with advisors, peers, and mentors, reducing systemic barriers and increasing awareness of college and career pathways. • Data-Informed Targeting: Uses CNA, Dashboard, and local data to identify students most in need of guidance and structured postsecondary support. Why Schoolwide:	

		Implementing these events schoolwide guarantees equitable exposure to critical postsecondary planning resources for all students, creating a coordinated and inclusive approach to preparing students for college and career success. By implementing these Goal 2 actions schoolwide, the LEA ensures that unduplicated student groups receive targeted, equitable support to access postsecondary opportunities. Schoolwide delivery allows for consistent instruction, structured career pathways, and high-quality guidance, helping ELs, LTELs, FRMP students, and foster youth overcome systemic barriers and achieve college and career readiness. These initiatives align with the LEA's commitment to equity, student engagement, and postsecondary success for all learners.	

Goal 3 Action #1 Action #2 Action #3	A CNA and the 2025 California School Dashboard outcomes identified notable gaps in social-emotional development for low-income students (LI), foster youth (FY), and English Learners (ELs). These unduplicated student groups face systemic barriers that limit their access to SEL programs, supportive relationships, and safe, engaging learning environments. While interventions will be implemented schoolwide to maintain equity and consistency, they are principally directed toward these high-need populations to ensure targeted supports close gaps in social-emotional growth and engagement. **Key Needs Identified in 2025-26** Low-Income Students (LI) & Foster Youth (FY): • Socioeconomic challenges and/or unstable home environments hinder the development of emotional regulation, resilience, and healthy relationships. • Foster youth experience additional disruption due to frequent placement changes, impacting consistent adult relationships and access to SEL supports. • Goal: Provide targeted, individualized SEL interventions, counseling, and extracurricular supports to foster stability and engagement. English Learners (ELs): • Language and cultural barriers limit full participation in SEL programs, affecting comprehension, engagement, and a sense of belonging. • Goal: Implement culturally and linguistically responsive SEL programming that allows ELs to develop emotional intelligence and connect meaningfully with peers and adults. **2025-26 Data Trends**	Through the CNA, internal data, and feedback from educational partners, the LEA identified unique needs for English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and foster youth. These student groups face systemic barriers that affect both their academic success and social-emotional well-being, including limited family engagement, lack of access to supportive programs, and challenges related to school safety and connectedness. To address these needs, the LEA is implementing schoolwide initiatives focused on parent engagement, social-emotional development, and maintaining a safe and inclusive school environment. **Goal 3, Action 1 – Parent Involvement and Educational Partner Engagement** How It Addresses Needs: • Targeted Support for Unduplicated Students: Provides FRMP, foster youth, EL, and LTEL families with tailored resources such as multilingual workshops, trauma-informed parenting sessions, and mentorship programs to strengthen student outcomes. • Building Strong Home-School Partnerships: Encourages regular communication, active participation in school events, and collaboration between families and educators to increase student engagement and academic achievement. • Equity-Focused Resource Access: Ensures families facing socioeconomic, language, or stability barriers receive guidance and support to help students navigate academic and social-emotional challenges. Why Schoolwide:	**Metric 1: Suspension Rates** Maintain annual suspension rates at or below 1.5% **Metric 2: School Climate Survey** Achieve an Online Safety rating of 4.0 or higher for all survey groups by the end of the Spring 2027 survey. Parent participation should reach 20% or more by the end of 2027. **Metric 3: Chronic Absenteeism** Decrease middle school chronic absenteeism rates by 10% across all student groups, aiming for a Yellow color designation on the 2027 CA Dashboard **Metric 5: Dropout Rates** Maintain middle school and high school dropout rates below 5% annually

	Social-Emotional Development Participation • EL: 9.6% SEL participation • LI: 25.9% SEL participation • FY: 16.7% SEL participation Student Well-Being Indicators • 3.92 / 5 – Students feel connected and a sense of belonging • 3.92 / 5 – Students feel social media pressure to fit in • 3.79 / 5 – Students report peers are friendly • 85.83% feel the school supports their mental health and well-being Educational Partner Feedback • 4.44 / 5 – Parents feel part of the school community • 69.23% of parents feel the school supports students' mental health and overall well-being • 76.92% of parents feel your child feels safe and supported at school (physically and emotionally)? • 4.72 / 5 – Parents feel their child's teacher has meaningful connection with their child These findings highlight the need for focused interventions to enhance social-emotional development among unduplicated student groups. By increasing access to culturally relevant programs, providing additional language support, and ensuring equal opportunities in extracurricular activities, we can create an environment where all students are empowered to grow emotionally and academically.	Implementing parent engagement initiatives schoolwide ensures all families have access to consistent opportunities for collaboration and support. This promotes a unified, equitable approach to family involvement and strengthens a culture of shared responsibility for student success. **Goal 3, Action 2 – Social-Emotional Development Opportunities** How It Addresses Needs: • Culturally Responsive SEL Programming: Provides ELs with meaningful engagement in social-emotional learning through inclusive, linguistically accessible curricula. • Targeted Support for Vulnerable Students: Foster youth and low-income students receive structured support groups, counseling, and after-school SEL programs to build resilience, peer connections, and emotional well-being. • Holistic Development: Integrates SEL strategies into everyday instruction and extracurricular activities to support both academic and socio-emotional growth. Why Schoolwide: Offering SEL programs schoolwide ensures equitable access to social-emotional learning for all students, promoting consistent practices and supports across all classrooms and sites. This approach strengthens school culture, enhances student engagement, and reduces disparities in emotional well-being. **Goal 3, Action 3 – School Safety** How It Addresses Needs: • Creating Safe and Inclusive Environments: Implements policies, staff training, and student programs designed to ensure all	

		students, particularly unduplicated groups, feel safe and supported at school. • Proactive Prevention and Intervention: Includes monitoring systems, restorative practices, and structured behavioral supports to address safety concerns, reduce incidents, and improve student attendance and engagement. • Support for Academic and Social-Emotional Success: A safe learning environment allows students to focus on learning, develop relationships, and participate fully in school activities without fear or disruption. Why Schoolwide: Providing school safety measures schoolwide ensures systemwide consistency, equitable protection, and predictable support structures for every student. LEA-wide implementation prevents fragmentation of safety initiatives and allows early identification of students needing additional social-emotional or behavioral support. By implementing these Goal 3 actions schoolwide, the LEA ensures that all students—especially those from unduplicated groups—receive equitable access to parent engagement, social-emotional development, and safe learning environments. Schoolwide delivery promotes consistency, collaboration, and systemic improvement, aligning with the LEA's commitment to holistic student success, well-being, and an inclusive school culture.	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 1 Action #2 Action #5	Through the January 2026 CNA, internal student performance data, California School Dashboard metrics, and educational partner feedback, the LEA identified the unique needs of English Learners (ELs) that require targeted interventions and differentiated support to improve language acquisition, academic performance, and overall engagement in school. **Unique Needs Identified in 2025-26 for EL Students** Language Development and Academic Access: English Learners continue to face systemic barriers related to language proficiency that limit their ability to fully access grade-level curriculum, participate in academic discourse, and demonstrate mastery on assessments. Targeted language development supports and scaffolded instruction are necessary to ensure equitable access to core content. Course Engagement and Academic Progress: EL students often require additional instructional scaffolds, structured vocabulary development, and integrated English Language Development (ELD) strategies to successfully complete core courses and maintain progress toward graduation and college and career readiness. Social-Emotional and Cultural Adjustment: Language barriers and cultural differences can impact students' sense of belonging and engagement within the school community. Intentional culturally responsive practices and supportive relationships with staff are necessary to address the academic and socio-emotional needs of EL students. **2025-26 Data Trends**	Through the January 2026 CNA, internal student performance data, and feedback from educational partners, the LEA identified data-verified, unique needs for EL and LTEL students that require exclusively provided, tailored support. These students face persistent language acquisition gaps, limited access to grade-level content, and barriers to reclassification that general education services cannot fully address. The following actions are principally directed toward this student group to ensure equitable academic progress, language development, and personal growth. **Goal 1, Action 2 – EL Individualized Support and Instruction** How It Addresses Need(s): • Individualized Learning Plans (ILPs): Each EL student receives a personalized ILP aligned to the ELA/ELD Framework through the Bilingual Scholars Program. Plans target language proficiency, literacy skills, and academic content gaps. • Targeted Instructional Strategies: Integrated and designated ELD, scaffolded academic discourse, and culturally relevant curriculum support students in accessing grade-level content. • Ongoing Progress Monitoring: EL-specific assessments, including ELPAC and reclassification data analysis, track growth and guide intervention adjustments. Why It's Exclusively for EL & LTEL Students: • EL and LTEL students face unique language acquisition challenges not experienced by other students. • General education instruction and interventions are insufficient to meet the	**Metric 1 - Reclassification Rates** Annually maintain or increase the EL-eligible student reclassification rate at 75% or higher **Metric 4 - LTEL Reading Grade Equivalency** Achieve an average increase of 1.0 GLE in reading annually for all students and LTELs, aiming for a yellow rating in the ELA CAASPP by the 2027 CA Dashboard release. **Goal 1, Metric 5-ELPI** Maintain at least 55% of English Language Learners make progress on their ELPAC level, maintaining a high ELPI, by the release of the 2027 CA Dashboard. **Goal 2, Metric 5-DASS one-year graduation rates:** By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.

	Language Proficiency and Academic Growth: EL students demonstrated 56.3%% progress toward English proficiency, indicating the need for continued differentiated language development supports. Course Completion: EL students completed an average of 10.2 English, 8.9 Math, 7.3 Science, and 8.7 Social Science, but continue to struggle on the SBAC and CAST, highlighting areas where additional academic intervention and monitoring are needed in addition to focus on reducing credit deficiency. Engagement and Stability Indicators: Attendance and participation data show that consistent monitoring and individualized supports remain critical to ensuring EL students maintain engagement and academic progress. These findings reinforce the need for actions principally directed and exclusively provided to English Learners, ensuring they receive the targeted interventions and differentiated supports necessary to overcome language barriers, increase access to instruction, and achieve improved academic outcomes.	linguistic and academic needs necessary for reclassification and proficiency. • These individualized actions ensure students can overcome language barriers, accelerate English proficiency, and achieve academic growth that is not available to the broader student population. Expected Impact: • Supports sustained language development and reclassification readiness. • Increases equitable access to academic content and literacy interventions. • Promotes both academic achievement and social integration. **Goal 1, Action 5 – EL and LTEL Professional Development** How It Addresses Need(s): • Specialized Training for EL Specialists: Professional development equips teachers with evidence-based strategies for integrated and designated ELD, differentiated instruction, and culturally responsive teaching. • Focus on Instructional Effectiveness: Training emphasizes scaffolding, vocabulary development, and classroom practices tailored to EL and LTEL students' unique linguistic and academic needs. • Continuous Improvement Cycles: Teacher feedback and student performance data inform iterative refinement of professional learning offerings. Why It's Exclusively for EL & LTEL Students: • EL students require highly specialized instructional strategies to address specific language gaps. • General professional development does not provide the depth or specificity needed to	

		improve reclassification rates, English proficiency, and academic outcomes. • Ensures educators have targeted skills to overcome barriers uniquely faced by EL and LTEL students, fulfilling both legal and equity-based mandates for language support. Expected Impact: • Strengthens teacher capacity to deliver effective, individualized instruction. • Improves student engagement, language proficiency, and access to grade-level content. • Supports equitable outcomes by directly addressing systemic disparities in academic performance for EL and LTEL students. By implementing these limited actions, the LEA ensures that EL and LTEL students receive exclusive, data-driven, and targeted support necessary to overcome language acquisition challenges and achieve academic success. These actions are principally directed to meet their unique needs, promote equitable outcomes, and foster both academic progress and personal growth, aligning with state, federal, and local priorities for student equity and reclassification readiness.	

Goal 2 Action #5	Through the January 2026 CNA, internal student performance data, California School Dashboard metrics, and educational partner feedback, the LEA identified the unique needs of Homeless Youth (HY) and Foster Youth (FY) that require targeted interventions and differentiated support to address barriers related to housing instability, academic engagement, and social-emotional well-being. **Unique Needs Identified in 2025-26 for HY and FY** Housing Instability and Academic Access: Homeless and Foster Youth often experience disruptions in housing and family stability that can impact consistent access to instruction, academic resources, and supportive learning environments. These systemic barriers frequently contribute to interrupted learning and difficulty maintaining academic progress. Attendance and Engagement Challenges: Internal data indicates that students experiencing homelessness or foster placement changes are more likely to experience chronic absenteeism and disengagement from school. Consistent attendance monitoring, individualized academic support, and targeted re-engagement strategies are necessary to ensure these students remain connected to their educational programs. Social-Emotional and Stability Needs: Frequent transitions, trauma exposure, and limited access to stable adult support systems can significantly impact the emotional well-being of Homeless and Foster Youth. These students require intentional social-emotional supports, access to counseling services, and connections to community resources to promote resilience and stability.	Through the CNA, internal data, and educational partner feedback, the LEA identified homeless and foster youth as having unique, data-verified academic and socio-emotional needs. These students face instability, trauma, and systemic barriers that directly impact academic performance and overall well-being. This action is principally directed and exclusively provided to homeless and foster youth to ensure they receive tailored support, individualized interventions, and specialized services designed to overcome these barriers and promote equitable academic and personal outcomes. How It Addresses Need(s): • Post-Secondary Counseling and Support: Regular meetings with counselors, at least semi-annually or as needed, provide guidance on educational and career pathways, help students access transportation assistance, and connect them with essential resources. • Targeted Counseling Services: Specialized counseling addresses trauma, stress management, and social-emotional challenges, fostering resilience and supporting academic engagement. • Academic Support Programs: Tailored academic interventions help homeless and foster youth stay on track with coursework, credit attainment, and grade-level expectations despite external challenges. • Mentoring Opportunities: Stable adult mentorship provides guidance, emotional support, and a sense of belonging, helping students navigate personal and educational challenges. • Community Partnerships: Collaboration with local agencies expands access to housing, healthcare, and wraparound services,	**Metric 5-DASS one-year graduation rates**: By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric. **Metric 4 - Core Course Credit Completion** The charter aims for all students to complete a minimum of 5.3 units in each core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year.

	Coordinated Support Systems: Educational partner feedback from staff, counselors, and community partners highlights the need for coordinated services such as trauma-informed practices, housing and community referrals, and structured support programs that address both academic and non-academic barriers affecting these students. **2025-26 Data Trends** Attendance Indicators: Internal data shows 66.7% chronic absenteeism among Homeless Youth and 100% among Foster Youth in grades 6–12, indicating the need for targeted attendance monitoring and intervention. Engagement and Support Needs: Ongoing data review and individualized case management are necessary to address attendance barriers, ensure access to educational resources, and support sustained engagement in school. These findings reinforce the need for actions principally directed and exclusively provided to Homeless and Foster Youth, ensuring they receive the targeted academic interventions, stability supports, and social-emotional services necessary to overcome systemic barriers and achieve improved educational outcomes.	addressing holistic needs beyond the classroom. Why It's Exclusively for Homeless and Foster Youth: • Instability and Trauma: Frequent disruptions in living situations directly impact academic and social-emotional outcomes, requiring targeted interventions not needed by the general population. • Lack of Basic Necessities: Services address barriers such as housing, transportation, and food insecurity that general programs cannot fully resolve. • Social-Emotional Challenges: Specialized counseling and mentoring meet unique psychological and emotional needs. • High School Mobility: Increased school transfers necessitate individualized monitoring and academic continuity strategies. • Holistic Support Needs: Students require access to comprehensive wraparound services to overcome systemic inequities and ensure equitable outcomes. • Sense of Belonging: Tailored interventions foster inclusion and connection to the school community, mitigating isolation. Expected Impact: • Supports academic progress by addressing barriers to attendance, engagement, and credit attainment. • Enhances social-emotional development and resilience, improving overall well-being. • Ensures equitable outcomes by providing services not available to the broader student population but critical for homeless and foster youth.	

		By implementing this action, the LEA ensures homeless and foster youth receive exclusive, targeted support and comprehensive services necessary to overcome instability, trauma, and systemic barriers. These interventions are principally directed to this group to provide academic, social-emotional, and practical supports that enable students to thrive, achieve equitable outcomes, and access post-secondary opportunities.	

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.

To address the unique and data-verified needs of unduplicated student groups, the LEA implements targeted, limited actions that are principally directed and exclusively provided to English Learners (EL), Long-Term English Learners (LTEL), and Homeless/Foster Youth. These actions focus on individualized instruction, specialized interventions, and professional development to overcome specific academic, linguistic, and socio-emotional barriers identified through the CNA, Dashboard metrics, and educational partner feedback.

Goal 1, Action 2 – EL Individualized Support and Instruction
Student Group: English Learners (EL) & Long-Term English Learners (LTEL)

Methodology: We dedicate 70% of the English Language Development Teacher's time to providing individualized instruction and learning plans tailored to each EL and LTEL student. This includes small-group instruction, scaffolded ELD strategies, progress monitoring through ELPAC and course data, and goal-setting aligned with language proficiency and academic performance. All activities are structured to address the linguistic and academic barriers identified in the CNA and educational partner feedback.

Estimated Allocation: $50,000 (staff) + $20,000 (Service fees with contracted vendors)
Planned Percentage of Improved Services: 5.09% of LCFF funds toward increased or improved services

Justification: This allocation directly addresses the unique needs of EL and LTEL students by providing targeted, scaffolded instruction that general education services cannot fully meet. By dedicating staff time to these interventions, we ensure consistent monitoring, individualized support, and academic scaffolding that enables students to progress toward reclassification and grade-level proficiency. These targeted services are exclusively provided to EL and LTEL students to overcome language acquisition gaps, promote equitable academic outcomes, and support overall personal growth.

Goal 1, Action 5 – EL and LETEL Professional Development
Student Group: English Learners (EL) & Long-Term English Learners (LTEL)

Methodology: We dedicate 70% of ELL Coaches' time for staff professional development, to training teachers in culturally responsive pedagogy, differentiated instruction, and scaffolded language strategies specifically for EL and LTEL students. This includes workshops, coaching sessions, and collaborative planning designed to improve instructional quality, reclassification readiness, and language development outcomes.

Estimated Allocation: $30,000 (staff) + $35,000 (Service fees with contracted vendors)
Planned Percentage of Improved Services: 4.73% of LCFF funds toward increased or improved services

Justification: This action is principally directed at EL and LTEL students because these groups face unique language acquisition and academic barriers that general professional development does not fully address. Equipping educators with specialized strategies ensures that instruction is tailored, equitable, and effective, improving engagement, language proficiency, and academic success for EL and LTEL students.

Goal 2, Action 5 – Homeless & Foster Youth Services
Student Group: Homeless and Foster Youth

Methodology: We dedicate 10% of the Post-Secondary Counselor's time to provide individualized counseling, academic interventions, mentoring, and connections to community resources for homeless and foster youth. Services include post-secondary guidance, wraparound support, trauma-informed counseling, and monitoring academic progress to address the barriers identified in the CNA.

Estimated Allocation: $22,000 (staff) + $8,000 (Service fees with contracted vendors)
Planned Percentage of Improved Services: 2.18% of LCFF funds toward increased or improved services

Justification: Homeless and foster youth face unique barriers such as instability, trauma, and lack of access to basic necessities. These challenges require targeted, exclusive interventions that general services cannot provide. This allocation ensures that students receive comprehensive, individualized support, promoting academic progress, socio-emotional resilience, and equitable access to post-secondary opportunities.

By dedicating staff time and resources exclusively to these student groups, the LEA ensures equitable outcomes, consistent monitoring, and targeted support not available to the broader student population. These limited actions promote academic progress, personal growth, and social-emotional well-being, providing students with the guidance and interventions necessary to succeed both in school and beyond.

Total Contribution from Limited Actions (Goal 1, Actions 2, 5, and Goal 2, Action 5): 12.02%

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The LEA strategically allocates additional concentration grant add-on funding—available due to an unduplicated student group count above 55%—to increase staffing and resources for English Learners (EL), Long-Term English Learners (LTEL), Low-Income (FRMP) students, and Foster Youth. These funds are dedicated to expanding direct services at high-need schools to address academic, language, and socio-emotional barriers.

Goals and Actions Funded:
Funding directly supports LCAP Goal 1 and Goal 2 actions, including:

- Goal 1, Action 2: Extended instructional time and individualized support for EL and LTEL students.
- Goal 1, Action 4-5: All staff professional development and targeted EL/LTEL professional learning to enhance instructional quality.
- Goal 2, Action 5: Specialized support for Foster Youth and Homeless students, including academic interventions and attendance support.
- Goal 3, Action 2: Social-Emotional Development programs tailored to FRMP students.

Staffing Impact:
Funds are used to increase and retain staff positions providing direct services to unduplicated students, including:

- EL Specialists, Tutors, and Paraprofessionals: Deliver individualized language and academic interventions.
- Post-Secondary Counselors and Teachers: Provide extended instructional support, after-school and night school services, and guidance for Foster Youth and Homeless students.
- All Staff: Engage in professional development to ensure consistent, evidence-based instruction and interventions for EL, LTEL, and FRMP students.

Staffing allocations are determined based on:

- Enrollment and concentration of unduplicated students at each school.
- Academic performance gaps identified in the CNA and Dashboard metrics.
- Existing staffing ratios relative to students need to maximize targeted support.

Retention and Recruitment:
Approximately 15% of the concentration grant is dedicated to recruiting and retaining highly qualified staff who work directly with unduplicated students. Retention strategies include mentorship programs, professional growth opportunities, competitive compensation, and recognition initiatives to ensure continuity of high-quality services.

Impact and Justification:
By strategically investing in staff expansion, retention, and targeted professional development, the LEA ensures that unduplicated students receive equitable access to high-quality instruction, individualized interventions, and social-emotional supports. These efforts directly support academic progression, language acquisition, and overall student well-being, helping close achievement gaps for EL, LTEL, FRMP, and Foster Youth students while sustaining consistent services across all high-need schools.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,910,647.00	$ 1,773,412.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	No	$ 300,000	$ 336,724
1	2	EL Individualized Support and Instruction	Yes	$ 67,000	$ 73,362
1	3	Implementation of Research Based Interventions	Yes	$ 180,000	$ 224,590
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	$ 15,000	$ 33,370
1	5	All Staff Professional Development	Yes	$ 70,000	$ 103,438
1	6	EL Professional Development	Yes	$ 40,000	$ 41,862
1	7	LTEL Professional Development	Yes	$ 25,000	$ 36,172
2	1	Postsecondary Advancement Programs	Yes	$ 165,000	$ 127,359
2	2	College credit course enrollment	Yes	$ 135,000	$ 72,673
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	$ 95,000	$ 104,923
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	$ 77,000	$ 84,882
2	5	Homeless & Foster Youth Services	Yes	$ 40,000	$ 32,273
3	1	Parent Involvement and Educational Partner Engagement	Yes	$ 130,000	$ 144,191
3	2	Social Emotional Development Opportunities	Yes	$ 446,647	$ 260,190
3	3	School Safety	Yes	$ 65,000	$ 72,763
3	4	Targeted Student Support and Learning Recovery (LREBG)	No	$ 60,000	$ 24,640

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,374,918	$ 1,550,647	$ 1,412,048	$ 138,599	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	EL Individualized Support and Instruction	Yes	$ 67,000	$ 73,362	0.000%	0.000%
1	3	Implementation of Research Based Interventions	Yes	$ 180,000	$ 224,590	0.000%	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	$ 15,000	$ 33,370	0.000%	0.000%
1	5	All Staff Professional Development	Yes	$ 70,000	$ 103,438	0.000%	0.000%
1	6	EL Professional Development	Yes	$ 40,000	$ 41,862	0.000%	0.000%
1	7	LTEL Professional Development	Yes	$ 25,000	$ 36,172	0.000%	0.000%
2	1	Postsecondary Advancement Programs	Yes	$ 165,000	$ 127,359	0.000%	0.000%
2	2	College credit course enrollment	Yes	$ 135,000	$ 72,673	0.000%	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	$ 95,000	$ 104,923	0.000%	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	$ 77,000	$ 84,882	0.000%	0.000%
2	5	Homeless & Foster Youth Services	Yes	$ 40,000	$ 32,273	0.000%	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	$ 130,000	$ 144,191	0.000%	0.000%
3	2	Social Emotional Development Opportunities	Yes	$ 446,647	$ 260,190	0.000%	0.000%
3	3	School Safety	Yes	$ 65,000	$ 72,763	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,098,803	$ 1,374,918	0.000%	26.966%	$ 1,412,048	0.000%	27.694%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 5,142,519	$ 1,373,232	26.703%	0.000%	26.703%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,673,232	$ 400,000	$ -	$ -	$ 2,073,232.00	$ 842,000	$ 1,231,232

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	SWD	No			All Schools	On-going	$ 210,000	$ 90,000	$ 300,000				$ 300,000	0.000%
1	2	EL Individualized Support and Instruction	EL	Yes	Limited	English Learners	All Schools	On-going	$ 50,000	$ 20,000	$ 70,000				$ 70,000	0.000%
1	3	Implementation of Research Based Interventions	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 150,000	$ 100,000	$ 250,000				$ 250,000	0.000%
1	4	All Staff Professional Development	EL, LTEL	Yes	Limited	English Learners	All Schools	On-going	$ 35,000	$ 35,000	$ 70,000				$ 70,000	0.000%
1	5	EL and LTEL Professional Development	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 30,000	$ 35,000	$ 65,000				$ 65,000	0.000%
1	6	Learning Gap Closure Acceleration (LREBG)	EL, LI, Foster	Yes	Limited	English Learners	All Schools	On-going		$ 400,000		$ 400,000			$ 400,000	0.000%
2	1	Postsecondary Advancement Programs	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 98,000	$ 42,000	$ 140,000				$ 140,000	0.000%
2	2	College credit course enrollment	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 36,000	$ 44,000	$ 80,000				$ 80,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 22,000	$ 63,000	$ 85,000				$ 85,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 8,000	$ 62,000	$ 70,000				$ 70,000	0.000%
2	5	Homeless & Foster Youth Services	FY, HL	Yes	Limited	Foster Youth	All Schools	On-going	$ 22,000	$ 8,000	$ 30,000				$ 30,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 50,000	$ 100,000	$ 150,000				$ 150,000	0.000%
3	2	Social Emotional Development Opportunities	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 75,000	$ 225,000	$ 300,000				$ 300,000	0.000%
3	3	School Safety	All	Yes	LEA-wide	All	All Schools	On-going	$ 56,000	$ 7,232	$ 63,232				$ 63,232	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,142,519	$ 1,373,232	26.703%	0.000%	26.703%	$ 1,373,232	0.000%	26.703%	**Total:**	$ 1,373,232
								LEA-wide Total:	$ 1,203,232
								Limited Total:	$ 170,000
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	$ 70,000	0.000%
1	3	Implementation of Research Based Interventions	Yes	LEA-wide	All	All Schools	$ 250,000	0.000%
1	4	All Staff Professional Development	Yes	Limited	English Learners	All Schools	$ 70,000	0.000%
1	5	EL and LTEL Professional Development	Yes	LEA-wide	All	All Schools	$ 65,000	0.000%
1	6	Learning Gap Closure Acceleration (LREBG)	Yes	Limited	English Learners	All Schools	$ -	0.000%
2	1	Postsecondary Advancement Programs	Yes	LEA-wide	All	All Schools	$ 140,000	0.000%
2	2	College credit course enrollment	Yes	LEA-wide	All	All Schools	$ 80,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	LEA-wide	All	All Schools	$ 85,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	LEA-wide	All	All Schools	$ 70,000	0.000%
2	5	Homeless & Foster Youth Services	Yes	Limited	Foster Youth	All Schools	$ 30,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	$ 150,000	0.000%
3	2	Social Emotional Development Opportunities	Yes	LEA-wide	All	All Schools	$ 300,000	0.000%
3	3	School Safety	Yes	LEA-wide	All	All Schools	$ 63,232	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: Date Resource Inequity Review was conducted:

Guidance & Instructions
Schools must complete a Resource Inequities Review as an integral component of the CNA process. Responses to questions 1-3 *need* to be actionable. For purposes of resource inequity, "actionable" refers to items within your locus of control—those for which you can implement actions, services, or resources to address the issue. Remember, the identification of resource inequities is determined locally by the LEA and is a locally controlled decision.

How to Use This Template
Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	The Charter identified several actionable resource inequities impacting student achievement and student outcomes during the Resource Inequity Review process. Data analysis revealed that Students with Disabilities and English Learners continue to experience achievement gaps in both Math and ELA when compared to other student groups. The review also identified inequities in access to targeted academic interventions, differentiated instructional supports, and consistent progress monitoring for students with significant foundational skill gaps. In addition, chronic absenteeism rates remain disproportionately high for Students with Disabilities, limiting consistent engagement in instruction and intervention services. The Charter also identified inequities related to college and career readiness opportunities, including inconsistent student participation in a-g coursework, dual enrollment, and CTE pathways. Educational partners noted inconsistencies in staff awareness and use of cohort, attendance, and graduation data to proactively identify and support students who are credit deficient or at risk of not graduating within their 4th or 5th cohort year. These inequities contribute to lower graduation rates, reduced college and career preparedness, and inconsistent student outcomes among targeted student groups.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	The Charter identified several priority inequities to address through its School Improvement Plans. Priority areas include closing achievement gaps in Math and ELA for Students with Disabilities and English Learners, who continue to perform below standard despite overall schoolwide growth. The Charter also identified chronic absenteeism, particularly among Students with Disabilities, as a priority inequity due to its impact on student engagement, academic progress, and graduation outcomes. Additional priorities include improving equitable access to college and career readiness

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

	opportunities, including a-g completion, dual enrollment, and College & Career Indicator pathways. The Charter will also prioritize strengthening the use of cohort, attendance, and academic progress data to ensure students who are credit deficient or at risk of delayed graduation are identified early and provided with timely interventions, academic supports, and progress monitoring.
3. How does the Charter plan on addressing these inequities?	The Charter plans to address these inequities through targeted academic interventions, increased progress monitoring, and expanded student support systems. The Charter will provide additional differentiated instruction, scaffolded learning opportunities, and intervention supports for Students with Disabilities and English Learners in both Math and ELA. Staff will continue utilizing assessment data, attendance data, and cohort tracking tools to identify students in need of support earlier and implement timely academic and attendance interventions. The Charter also plans to strengthen student accountability and engagement through regular achievement chats, family communication, and ongoing progress monitoring meetings with students and families. To address inequities related to college and career readiness, the Charter will increase staff awareness and training related to a-g requirements, College & Career Indicator pathways, dual enrollment opportunities, and graduation cohort expectations. The Charter will continue promoting equitable access to college and career opportunities while supporting students who are credit deficient through individualized graduation plans, intervention courses, and targeted counseling support. In addition, the Charter will strengthen attendance intervention systems and expand social-emotional learning and student engagement opportunities to reduce chronic absenteeism and improve overall student outcomes.
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.	The Resource Inequity Review identified several factors impacting student achievement that are not fully actionable at the school site level. Many students enroll significantly credit deficient after experiencing prior academic disruptions, inconsistent attendance histories, or gaps in educational access before enrolling in the Charter program. In addition, some students and families experience external challenges including housing instability, transportation barriers, family responsibilities, employment obligations, and limited access to community mental health resources, all of which may negatively impact attendance, engagement, and academic progress. While the Charter can provide interventions, counseling, referrals, and support systems, these broader socioeconomic and community-based factors remain outside the direct control of the school site.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: Options For Youth San Gabriel School Year: **2025-2026**

How to Use This Template

Use this document to guide your school's Comprehensive Needs Assessment (CNA). Complete each section collaboratively with your leadership team, educational partners, and advisory committees.

Steps for Completion:

1. Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

💡 *Tip: Keep all data and notes from your analysis as evidence of stakeholder engagement and decision-making.*

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Note: *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. **Staff**- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. **Parents and Students**- our DELAC and PAC have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. **Leadership Team** (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

Note: *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- ➔ California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- ➔ California Dept. of Education College and Career Data

- ➔ CAASPP data (ELA CAST and Math)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop Out Rates)
- ➔ EL Reclassification Data
- ➔ a-g course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
- ➔ iLit Data
- ➔ Student and Family Participation Rates in Events Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

Comprehensive Needs Assessment Findings: The Educational Partner groups followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and UC/CSU Eligibility:

- 15.9% of students identified as prepared on the CCI (↑ 4.8%)
- 17% of students identified as approaching prepared on CCI (↑ 6.7)
- Hispanic: 11.5% prepared (↓ 0.3%)
- Students with Disabilities: 0.0% prepared (↓ 5.6%)
- Socioeconomically Disadvantaged Prepared: 14.9% (↑ 6.0%)
- English Language Learners: 10.0% (↑ 10.0%)
- 27.9% Met UC/CSU Eligibility (↑ 12.4%)
- 22.7% Hispanic Met UC/CSU Eligibility (↑ 9%)
- 27.8% Socioeconomically Disadvantaged Met UC/CSU Eligibility (↑ 13.1)
- 14.3% ELL Met UC/CSU Eligibility (↑ 4.3)
- 21.1% Students with Disabilities Met UC/CSU Eligibility (↑ 16.1)

While overall improvement is evident particularly for Hispanic and Socioeconomically Disadvantaged subgroups, disparities remain among key subgroups including Students with Disabilities and English Learners and overall CCI preparedness remains lower than target.

Math Achievement

- Dashboard Color: Yellow (increase from Orange in 2023 and 2024)
- ↑37.1 points between 2023 and 2025
- 69.4 points below the standard in 2025

- Socioeconomically Disadvantaged: *Increased Significantly* (↑36.6 points from 2024 to 2025)
- Hispanic: *Increased Significantly*(↑43.4 points from 2024 to 2025)
- Students with Disabilities: -104.1 below the standard
- English Learners: -49.6 below the standard

Data indicates moderate growth in mathematics achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.

ELA Achievement

- Dashboard color: Yellow (Increase from Orange in 2024)
- ↑10.3 points between 2023 and 2025
- 3.6 points below the standard in 2025
- Socioeconomically Disadvantaged: *Increased Significantly* (↑22.7 points from 2024 to 2025)
- Hispanic: +26 above the standard (↑49.2 points from 2024-2025)
    - *Increased Significantly*
    - *Status level: medium*
    - *Dashboard Color: Green*
- Students with Disabilities: -97.5 below the standards
- English Learners: -23.4 below the standard

Data indicates major growth in ELA achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.

Graduation Rates

- 53.8% graduated in 2025 (↑ 16.6% from 2024, ↑ 1.7% from 2023)
- Hispanic: 56.1% graduated in 2025 (↑ 25.9% from 2024)
- ELL: 33.3% graduated in 2025 (↑ 3.3% from 2024)
- Socioeconomically Disadvantaged: 56.7% graduated in 2025 (↑19.4% from 2024)
- Students with Disabilities: 52.6% graduated in 2025 (↑ 27.6 from 2024)
- DASS Grad Rates: 83.1% overall in 2025
- DASS Hispanic Grad Rate: 82.7% in 2025
- DASS Socioeconomically Disadvantaged Grad Rate: 84.2% in 2025

Data indicates major growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically English Language Learners.

Chronic Absenteeism

- 2025 Color: Orange (Down from Red in 2024)
- Overall Rate: 27.1% in 2025 (↓ 7.9 from 2024, ↓ 5.8% from 2023)

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

- Hispanic C.A: 19.1% in 2025 (↓19.5%)
- Socioeconomically Disadvantaged: 27.4% (↓10.9)
- English Learners: Not enough students for data
- Students with Disabilities: 38.9% (not enough data for change rate, but still significantly higher than all other subgroups)

Data indicates moderate growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities.

Drop Out Rates, Suspension Rates, and School Climate

- 0.0% Suspension and Expulsion rate over last three school years
- 2024-2025 dropout rate: .3% for high school, 0.0% for middle school
- 2026 School Climate Report indicates overall satisfaction with students, staff, and parents overall indicating strong levels of satisfaction

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: *A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.*

The following (# of areas) areas of focus will be the charters' priorities in the upcoming school year:

- **College and Career Preparedness:** Building College & Career Indicator teacher awareness (increasing focus on a-g, SSB, dual enrollment, CTE pathways
- **4th/5th year Grad Rate:** Increasing teacher understanding 4th/5th year cohorts to support graduation within state-required timeline
- **Chronic Absenteeism:** Reducing chronic absenteeism, particularly for Students with Disabilities, by strengthening student engagement, family communication, and early attendance intervention systems.
- **Math and ELA Achievement:** Increasing math and ELA achievement schoolwide, with targeted support for Students with Disabilities and English Learners, who continue to perform below standard despite overall growth.

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

Note: *A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

Area of Focus: College & Career Indicators and UC/CSU (a-g)

Root Causes:

- a-g participation decreases in higher grade levels because some students enroll needing to retake courses in which they previously earned a D, increasing their overall credit requirements. This additional workload may discourage students from committing to a-g completion.
- Increases in a-g participation percentages may be influenced by overall declines in student enrollment.
- a-g participation/completion vs % prepared on CCI: this could be because some students complete a-g coursework but do not complete an additional measure required to be considered "Prepared" under the College & Career Indicator (CCI).
- Lower a-g completion rates may reflect student interest in attending technical schools or community colleges rather than four-year universities, leading students to view a-g completion as unnecessary for their postsecondary goals.
    - Teachers may not encourage students to complete a-g pathway if students aren't four-year bound
- Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.
- Students and staff may prioritize accelerated credit completion over additional a-g requirements when students enroll significantly credit deficient.

Measurable Outcome: *The charter will continue tracking UC/CSU eligibility for grades 9-12, with a focus on increasing the number of 9th and 10th grade students who remain eligible to graduate UC/CSU eligible by repeating D's earned at previous schools.*

Area of Focus: Graduation Rates

Root Causes:

- Students enroll credit deficient (often in their 3rd or 4th cohort year) and may not be able to catch up and graduate by the end of their 5th cohort year.
- Teachers are focused on students graduating in their 5th or 6th cohort year instead of 4th/5th cohort year.
- Inconsistent use of data to proactively identify students by their cohort year results in delayed interventions and progress towards graduation.
- Limited student accountability contributed to gaps in student progress, which is addressed by conducting biannual Achievement Chats with students and families to develop action plans and monitor progress.

Measurable Outcome: *The charter will seek to maintain or increase the DASS graduation rate of 80% or higher. The charter will seek to increase its 4th/5th year graduation rate 3-5% in the 2026 November Dashboard release.*

Area of Focus: Chronic Absenteeism

Root Causes:

- Students enroll with prior histories of poor attendance and disengagement, making consistent attendance habits difficult to re-establish without early intervention and support.
- Some students experience external barriers such as transportation issues, family responsibilities, housing instability, or work obligations that negatively impact regular attendance.

- Students who are significantly credit deficient may become discouraged about their ability to graduate on time, resulting in decreased motivation to attend consistently.
- Students with Disabilities and students experiencing social-emotional or mental health challenges may require additional individualized supports and engagement strategies to maintain regular attendance.
- Inconsistent monitoring of attendance data and delayed intervention responses may prevent staff from identifying and addressing attendance concerns before students become chronically absent.

Measurable Outcome: The charter will seek to decrease chronic absenteeism by increasing social emotional learning opportunities for middle school students. The charter will seek to decrease the Chronic Absenteeism rate 5% on the November 2025 Dashboard release.

Area of Focus: Math Achievement
Root Causes:

- Students enter the program with significant skill gaps in foundational math concepts, which impacts their ability to access grade-level standards.
- Students with Disabilities and English Learners may need more targeted, scaffolded instruction and additional opportunities for guided math practice.
- Inconsistent completion of math interventions may limit student progress toward standards mastery.
- Students working independently may struggle to persist through multi-step math tasks without frequent teacher support and feedback.

Measurable Outcome: *The charter will seek to increase SBAC math scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.*

Area of Focus: ELA Achievement
Root Causes:

- Students enroll with significant gaps in foundational reading, writing, and comprehension skills, which impacts their ability to meet grade-level ELA standards.
- Students with limited engagement in reading outside of school may demonstrate slower progress in vocabulary development, fluency, and comprehension skills.
- Inconsistent completion of literacy intervention programs and independent practice activities may limit student growth in reading comprehension and academic vocabulary.
- Students with Disabilities and English Learners may require additional targeted literacy interventions, scaffolds, and differentiated instruction to access rigorous ELA content
- Independent study students may struggle with self-paced reading and writing assignments without consistent teacher feedback, accountability, and progress monitoring.

Measurable Outcome: *The charter will seek to increase SBAC ELA scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.*

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

During the course of the charter's Comprehensive Needs Assessment, several key trends emerged across schoolwide and subgroup data. Overall student outcomes demonstrated measurable growth in multiple priority areas, including graduation rates, ELA achievement, math achievement, and chronic absenteeism. Hispanic students and Socioeconomically Disadvantaged students showed particularly strong improvement across academic indicators, graduation rates, and college and career readiness measures. The charter also maintained strong school climate outcomes, including zero suspension and expulsion rates over the past three years, low dropout rates, and positive feedback from students, staff, and families regarding overall school satisfaction and support.

Despite these areas of growth, significant performance disparities continue to exist for Students with Disabilities and English Learners across multiple indicators, including math achievement, ELA achievement, graduation rates, and chronic absenteeism. Data trends indicate that many students enroll significantly credit deficient and with foundational academic skill gaps, which impacts their ability to graduate within the 4th or 5th cohort year and meet college and career readiness benchmarks. Educational partners identified the need for increased targeted interventions, consistent progress monitoring, stronger attendance systems, and differentiated instructional supports to improve outcomes for these student groups. As a result, the charter will prioritize college and career preparedness, graduation rates, chronic absenteeism, and academic achievement in math and ELA during the 2026–2027 school year.

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Exhibit B
Student Handbook

Options For Youth
Public Charter Schools

Options for Youth - San Gabriel Student Handbook

2025-2026

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

Options for Youth Public Charter Schools

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

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

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

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

State Mandatory Assessments such as:

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

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

- Student Agreement Form
- Student Emergency Release Cards

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

Signature of Student	Age	Date

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

*Testing months are subject to change on a yearly basis. Please check with your student's teacher for current testing dates.

2025-2026 School Year

Dear Student,

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

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

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

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

Sincerely,

Ileana Kiriakos

Ileana Kiriakos
Superintendent
San Gabriel Charter

Resource Center Locations

OFY-San Gabriel

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

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School General Information

General Enrollment Information

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

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

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

Lottery Policy

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

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

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

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

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

Who is responsible for compliance?

- Assistant Principal
- Principals (or designee)

Age of Enrollment[1]

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

Students with Disabilities

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

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

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

Special Student Populations

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

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

1. These requirements are in effect unless changed or modified

(3), and migratory youth under Education Code Section 48204.7(c) (3). Foster, homeless, former juvenile justice system students, military youth, migratory youth, and newly arrived immigrant youth may qualify for exemption from OFY-San Gabriel's local graduation requirements as explained in Education Code Section 51225.1.
Students experiencing homelessness are advised to contact the Homeless & Foster Education Liaison at their school to access referrals to local available services. Contact information for the Homeless & Foster Education Liaison is available on the Charter School's website.

Notice to Students Interested in Enlistment

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

Standardized Testing

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

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

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

Smarter Balanced Test

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

- ***Who Takes It:*** *3rd–8th and 11th grade required*
- ***When:*** *April 20, 2026– May 8, 2026**
  **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 20, 2026 – May 8, 2026**
  **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 2, 2026 – May 32, 2026**
  **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 8, 2025**
  **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 11, 2026**

Alternate Date ***When:*** *March 25, 2026**
**Tentative*

SAT 2025-2026 Dates

- *August 23, 2025**
- *September 13, 2025**
- *October 4, 2025**
- *November 8, 2025**
- *December 6, 2025**
- *March 14, 2026**
- *May 2, 2026**
- *June 7, 2026**
  **Please be aware these may be Saturdays; if so the exam will be delivered online.*

ACT 2025-2026 Dates

- *September 6, 2025*
- *October 18, 2025*
- *December 13, 2025*
- *February 14, 2026*
- *April 11, 2026*
- *June 13, 2026*
- *July 11, 2026*

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 4 - May 15, 2026. Contact your individual center for testing days and times, as well as the test preparation schedule.*

Star Renaissance

- Upon enrollment in OFY-San Gabriel all students take a computer adaptive placement assessment in reading and math; currently STAR Renaissance. These placement tests allow teachers to diagnose the current reading and math level of each student. In addition, all students are assessed at least three times each school year to measure the growth and progression of each student in reading and math.
- ***When:*** *The testing windows take place in (tentative)*
  - Fall: 8/1/2025 - 11/30/2025
  - Winter: 12/01/2025 - 3/31/2026
  - Spring: 4/01/2026 - 07/31/2026

- 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 (2025-2026)

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, 2025
Labor Day ..... Sept. 1, 2025
Veteran's Day ..... Nov 11, 2025
Thanksgiving Holiday ..... Nov 27–28, 2025
Winter Break ..... Dec 22, 2025–Jan 2, 2026
New Year's Day ..... Jan 1, 2026
MLK Day ..... Jan 19, 2026
President's Day ..... Feb 16, 2026
Spring Recess ..... March 19-20, 2026
Memorial Day ..... May 25, 2026
Juneteeth Day ..... June 19, 2026

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 post-secondary 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 co-curricular 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

2025 – 2026 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 2026

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

February

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

March

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

April

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

May

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

June

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

Start-End

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

Holidays

Independence Day	July 4	President's Day	February 16
Labor Day	September 1	Spring Break	March 19-20
Veterans Day	November 11	Memorial Day	May 25
Thanksgiving	November 27-28	Juneteenth	June 19
Winter Break	December 22-January 2	**Floating Holidays**	
New Year's Day	January 1	Floating Holiday 1	June 8-12
MLK Day	January 19	Floating Holiday 2	June 15-19
Holiday	February 13	Floating Holiday 3	June 22-26

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

General Information and Academics

Grade Level Classification (9-12)

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

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

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

Grade Level Placement of Incoming Students

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

Pupil Grade Level Promotion and Retention Plan

Student grade level promotion or retention will be solely based on demonstrated growth in learning and meeting grade level standards of expected student achievement.

Prohibited Grade Level Promotions or Retentions

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

Attendance and Academic Progress

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

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

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

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

Additional excused absences include, but are not limited to:

- If the student engages in a civic or political event, provided the student notifies the school in advance
- Mental health absences
- Medical appointments
- Appearance in court
- Religious holidays, etc.
- Spending time with a member of the student's immediate family who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment
- Pregnant and Parenting Students:
  Per Education Code 221.51, 222.5 and 46015, pregnant and parenting students are entitled to 8 weeks of parental leave, and additional leave if deemed medically necessary by the student's physician. Absences due to parental leave are marked as excused absences and students are not required to complete academic work or other school requirements. Students are entitled to return to the school and the course of study in which

they are enrolled before taking parental leave. Under certain circumstances, students may remain enrolled for a fifth year of instruction in order for the student to complete graduation requirements.

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

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

Credit Policies

Credit Acceptance Policy

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

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

Withdrawal Credits

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

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

Repeating Courses

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

Grade Replacement Policy

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

Earning Credits at OFY-San Gabriel

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

Course Minimum Time Frame

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

Grading System and Grade Point Average

The grade given in any course represents the credentialed teacher's considered judgment of the degree to which the

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

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

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

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

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

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

Average achievement
The student has satisfied the objectives of the course.

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

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

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

Educational Records and Student Information Policy (FERPA)

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

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

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

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

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

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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

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

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

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

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

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

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies ("LEAs") receiving assistance under the Elementary and Secondary Education Act of 1965, as

amended ("ESEA") to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

As part of OFY-San Gabriel's annual notification under FERPA, OFY-San Gabriel has designated the following categories of information as directory information for the 2025-2026 school year:

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

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 below as directory information from your child's education records without your prior written consent, you must complete the attached "Request for Non-Disclosure of School Directory Information" and return to OFY-San Gabriel within sixty (60) days of receipt of this notice. Failure to notify OFY-San Gabriel in writing within sixty (60) days will be interpreted by OFY-San Gabriel as your permission to release any and all school directory information regarding the student without limitation.

Public Records Request Policy

Purpose

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

How to Request Records

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

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

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

Right to Inspect

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

Records Exempt from Disclosure

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

Procedures for Responding to Requests for Inspection or Copies of Records

The School will follow a two-step process when responding to a PRA request. First, within 10 calendar days of receiving any request to inspect or copy a public record, the School shall acknowledge receipt of the request and inform the requestor whether the School has disclosable public records in its possession that are responsive to the request and when it will make them available. If the

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

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

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

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

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

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

Credit Assignment Guidelines:

A. College Preparatory Graduation Pathway

Integrated instruction English courses can be used to satisfy a-g subject requirements. English as a Second Language (ESL) and English Language Development (ELD) courses are acceptable if they meet the English ESL / ELD ("b") subject area criteria. The University of California system allows no more than one year of ESL / ELD courses to satisfy the English ("b") subject requirement. The student is then only required to complete three more years of courses from the English ("b") subject area at their U.S. high school to fulfill the requirement.

Credit Assignment Guide:

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

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

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

Credit Assignment Guide:

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

Acceptance by Other Educational Institutions

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

ELD Level*	Course Name	Grades	Credits	Credits towards Graduation (English)	Credits towards Graduation (Elective)	UC/CSU "a-g" requirements
Level 1	**ELD Newcomer**	**7-12**	**10**	n/a	**10**	n/a
Level 2 Grades 7-10 Students may take the ELD Course for English credit in lieu of their grade level core English course	**ELD 7-10**	**7-12**	**10**	**10**	n/a	**b** (9-10)**
Expanding Level 3 Grades 7-10 Students at an Expanding Level 3 may take the ELD Course for English credit in lieu of their grade level core English course	**ELD 7-10**	**7-12**	**10**	**10**	n/a	**b** (9-10)**
Bridging Level 3: Concurrent Course Assignment Students at a Bridging Level 3 take their grade level core English course and the ELD Course for elective credit	**ELD 7-10**	**7-12**	**10**	n/a	**10**	n/a
	ELA Core 7-12	**7-12**	**10**	**10**	n/a	**b****
Level 4: Concurrent Course Assignment Students at Level 4 take their grade level core English course and the ELD Course for elective credit	**ELD 7-10**	**7-12**	**10**	n/a	**10**	n/a
	ELA Core 7-12	**7-12**	**10**	**10**	n/a	**b****

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

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

Section 504

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

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

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

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

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

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

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitor-urinary, immune, hemic, lymphatic, skin, and endocrine.
Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.

Major life activities mean functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Examples of students with such impairments may include, but are not limited to:

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

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

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

The Charter School recognizes its obligation to evaluate any student who needs or is believed to need supports and services under Section 504. The referral process is initiated when a student is referred or requested to be evaluated. A referral or request for a Section 504 evaluation may be initiated by a parent/guardian, teacher, psychologist, counselor, site administrator, or any appropriate staff member. Examples of when this may occur include, but are not limited to the following:

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

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

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

1. Prepare a file and record events and anecdotal records regarding student conditions and behaviors that may indicate the need or a Section 504 Plan; and
2. Request a Student Study Team ("SST") by completing

an SST referral form or Child Find Student Screening Report. The SST may consist of teacher(s), guidance counselor, school psychologist, nurse and other staff members who know the student or are knowledgeable in the area of the suspected disability.

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

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

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

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

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

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

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

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

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

Notification Regarding Identification, Evaluation, or Placement

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

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

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

Request for Administrative Review or Impartial Hearing

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

1. Administrative Review: Prior to requesting a Section 504 Impartial Hearing, the parent/guardian may request an administrative review of the Charter School's action or decision. The request shall be in writing and shall set forth the parent/guardian's disagreement and requests. Upon receipt the request, the 504 Coordinator shall designate an appropriate individual to meet with the parent/guardian to resolve the issue. This administrative review shall be held within 14 calendar days of receiving the parent/guardian's request, and the parent/ guardian shall be invited to attend the meeting at which the review is conducted The 14-day administrative review may be extended if agreed upon by the parent/guardian.
2. Impartial Hearing: If the parent/guardian is not satisfied with the outcome of the administrative review, or if the parent/guardian did not request an administrative review, the parent/guardian may request a Section 504 Impartial Hearing. The request for a Section 504 Impartial Hearing shall be submitted to the 504 Coordinator and shall be in writing and include the following information: (a) The specific nature of the decision with which the parent/guardian disagrees; (b) The specific relief the parent/guardian seeks; and (c) Any other information the parent/guardian believes to be pertinent.
    a. Within 20 days of receiving the parent/guardian's request, the 504 Coordinator shall notify the parent/guardian of the date, time, and location of the Impartial Hearing and the name and email address of the hearing officer. This 20-day period may be extended for good cause or by mutual agreement of the parties.
    b. Within 45 days of the selection of the hearing officer, the Section 504 Impartial Hearing shall be conducted, and a written decision mailed to all parties. This 45-day period may be extended for good cause or by mutual agreement of the parties. The site administrator or designee shall represent the Charter School at this hearing.
    c. c. Any party to the hearing shall be afforded the right to:
        i. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504;
        ii. Present written and oral evidence;
        iii. Question and cross-examine witnesses; and
        iv. Receive written findings by the hearing officer.
    d. If desired, either party may seek a review of the hearing officer's decision by a court of competent jurisdiction.

Complaint Policy/Hotline

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

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

In addition to these complaint procedures, OFY-San Gabriel understands there may be times when parents/guardians might feel uncomfortable discussing certain 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 the Uniform Complaint Procedures process to resolve issues raised on the hotline.

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

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

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

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

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

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

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

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

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

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

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

Work Permit Policy

Overview

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

Eligibility Considerations and Request for Work Permit

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

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

Hours Restrictions

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

School Officials Responsible for Approving Work Permits

The Board hereby designates the Principal as a school official with the same authority of the chief executive officer to approve work permits under Education Code section 49110(b)(2). The Principal or Designee is responsible for approving a request for a work permit. A "Designee" must either: (1) have a services credential with a specialization in pupil personnel services; (2) be a certificated work experience education teacher; (3) or coordinator authorized by the Principal. The Principal has discretion to designate another school official who does not meet these criteria if the Principal or Designee are unavailable and a delay in issuing a permit would jeopardize the ability of the pupil to secure work (Education Code section 49110).

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

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

Monitoring Student Progress, Revocation, and Expiration

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

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

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

Government Employment Consideration

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

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

Education of Homeless Children and Youth

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

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

Definitions

For purposes of this policy:

- "Foster youth" is defined as a pupil who has been removed from his or her home, pursuant to Section 309 of the Welfare and Institutions Code, is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, or has been removed from his or her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institution Code.
- "Homeless youth" is defined as a pupil who lacks a fixed, regular, and adequate nighttime residence and includes:
    4. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
    5. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
    6. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
    7. Migratory children who qualify as homeless because the children are living in conditions described in (1)-(3) above.
- "School of origin" for foster youth is defined as any of the following:
    1. The school the youth attends at the time they entered the foster care and/or probation system(s);
    2. The school the youth most recently attended; or
    3. Any school the youth attended in the preceding 15 months with which they have a connection.

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

Education Rights Holder Defined

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

Homeless Youth and Foster Youth Liaison

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

Right to Attend School of Origin

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

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

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

while in high school, the School shall allow the formerly homeless youth to continue their education in the school of origin through graduation.

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

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

Immediate Enrollment and Timely Transfer of Records

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

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

Meetings with School Counselor

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

Right to Partial Credits

The School shall accept coursework satisfactorily completed by homeless youth or foster youth, even if the youth did not complete the entire course, and shall issue that youth full or partial credit for the coursework completed. Accepted credits shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.

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

Graduation Requirements

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

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

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

able to complete the additional local graduation requirements within four years of high school.

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

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

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

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

1. Inform the youth of his or her option to remain in school for a fifth year to complete the local graduation requirements.
2. Inform youth and the education rights holder about how remaining in school for a fifth year to complete the local graduation requirements will affect the youth's ability to gain admission to a postsecondary educational institution.
3. Provide information to the youth about transfer opportunities available through the California Community Colleges.
4. Permit the youth to stay in school for a fifth year to complete the School's local graduation requirements upon agreement with the youth, if the youth is 18 years of age or older, or, if the youth is under 18 years of age, upon agreement with the education rights holder.

Transportation Services

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

Student Activities

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

Special Education

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

Staff Training on Rights of Homeless Youth and Foster Youth

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

Complaints

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

Tips for Success

Identify Your Dream Career

CREATIVE PATH
Arts & Communications
Journalism & Communications
A/V Technology
Performing Arts

HEALTH PATH
Health Servicves
Research and Technology
Support Services
Medical

NATURE PATH
Natural Resources & Agriculture
Natural Energies
Food Resources
Agriculture

HELPING PATH
Human Services
Government & Public Administration
Hospitality
Education

BUILDING/FIXING PATH
Industrial & Engineering Technology
Architecture & Construction
Law & Public Safety
Engineering

BUSINESS PATH
Business Management & Technology
Information Technology
Management
Marketing
Finance

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

Develop a Study Schedule

Just like the daily schedule of classes you had in traditional school, make your own work schedule for the guided independent study program. You can design your schedule to include not only the 4 to 6 hours you need to study each day, but your job, family responsibilities, community college classes, or any other activities you want to do. By making and keeping your personal schedule, you will find it is easy to complete one (if not more) unit a week. Do not leave study time up to chance.

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

Take Breaks

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

Set Daily/Weekly/Monthly Goals

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

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

Develop Effective Study Strategies

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

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

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

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

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

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

10. *When you have finished working for a study* ***session, review***
    Review everything you covered that session. It will be helpful to write another summary. To learn new information, you need to go over it more than once.

11. ***When you start your next study session, review***
    Look over the pages you read previously. Read your notes and answers to the previous questions. You will learn so much more.

Community Resources

Community Resources policy/document goes here

OFY-Duarte Community Resources

Emergency:
911

Local Police/Sheriff: _____

Local Fire Station: _____

Emergency Radio Station: _____

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

Red Cross Emergency:
(888) 737-4306

Principal: _____

Child Abuse Hotline: _____

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 Procedures Policy

General Policy

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

Scope of Uniform Complaint Procedures

Programs and Activities Subject to the UCP

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

Issues Not Subject to the UCP

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

The UCP Annual Notification

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

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

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

Designation Of Responsible Employee

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

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

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

Confidentiality and Non-Retaliation

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

Complaint Procedures

Step 1: Filing a UCP Complaint

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

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

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

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

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

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

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

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

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

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

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

Step 2: Mediation (Optional)

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

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

Step 3: Investigation of Complaint

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

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

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

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

Step 4: Principal Review (Optional)

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

Step 5: Final Written Decision (Investigation Report)

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

The Investigation Report shall include:

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

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

If OFY-San Gabriel finds merit in a complaint regarding pupil fees, physical education instructional minutes, course periods without educational content, or LCAP, the remedy will go to all affected pupils and parents/guardians. For all other complaints within the scope of the UCP, the remedy shall go to the affected student. With respect to a pupil fees complaint, OFY-San Gabriel, in good faith, will engage in

reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

Appeal Process

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

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

The appeal must be sent to CDE with:

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

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

Civil Law Remedies

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

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

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

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

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

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

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

Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

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

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

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

All complaints and responses are public records.

Uniform Complaint Procedures Complaint Form
OFY-San Gabriel

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

Response requested: ☐ Yes ☐ No

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

Issue of complaint (please check all that apply):

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

Date(s) of Problem: _____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature: _____ Date: _____

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

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

Student Conduct and School Safety

Visitor Policy

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

General Policy

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

Definitions

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

Policy and Procedures by Type of Visitor

1. Visits by Guests

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

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

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

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

2. Visits by Vendors

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

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

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

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

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

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

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

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

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

Visitor Management System

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

Anti-Discrimination Harassment Intimidation and Bullying Policy

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

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

This policy applies to prohibited statements and actions by students directed at other students or school employees and shall apply to actions taken on or immediately adjacent to school property, at any school-sponsored event, while using school-sponsored transportation, through the use of the school's internet system, and through the use of personal devices.

In situations in which electronic or cyber bullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined

to be disruptive of the educational process so that it markedly interrupts or impedes the day-to-day operations of the school.

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

Student Reporting Procedures

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

Staff Reporting Procedures

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

Investigation and Student Discipline

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

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

Staff Training

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

Firearm Safety Parental Notification

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

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

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

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

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

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

Dress Standard

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

1. The Charter School considers the following items inappropriate for students to wear at school: Any clothing or jewelry item that depicts alcohol, drugs, discriminatory language or images, profanity, racism, and/or sexually explicit language or images.
2. Sheer or revealing garments that are sexually inappropriate.
3. Any clothing that has a disruptive influence on the learning environment The teachers and staff of the learning center will monitor student dress. Discretion will be used by the administration and will prevail in all instances in accordance with law. If a problem arises, the teacher or administrator may take disciplinary action against the student depending on the circumstances (e.g., contact the student's family, request a parent/guardian-teacher conference to discuss the matter, etc.). Continued violations may result in further discipline.

School IDs

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

Search and Seizure

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

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

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

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

1. "Justified in Inception": There must be reasonable suspicion that the student has violated or is violating the law or a school rule and that the search will reveal evidence of the student's violation. Reasonable suspicion requires specific and articulable facts (e.g., "The student smelled like marijuana") together with rational inferences based on those facts. A search of a student is unlawful if it is predicated on mere curiosity, rumor, or hunch.
2. "Reasonable in Scope": The search must be related to the violation and not excessively intrusive, given the student's age and gender and the nature of the violation. If an item is found that leads to reasonable suspicion that additional violation(s) have occurred and/or are present, the search may then be extended in accordance with this policy and applicable law. If the initial search produces no evidence of any violation, there should be no extension of the search.

Student Search Procedures

1. Whenever practicable, the School official shall conduct the search in the presence of another School official.
2. No search will be conducted absent the existence of reasonable suspicion at the inception of the search.
3. Whenever practicable, searches of students shall be conducted outside the presence of other students.
4. Whenever practicable, searches of students shall be conducted by a person of the same gender as the student. If the School is aware or the student states a preferred gender different from their assigned gender, a School official who identifies with the student's stated gender will conduct the search. Non-binary students will be searched by a School official of any gender or otherwise in accordance with the student's preference, whenever practicable.
5. Whenever practicable and appropriate, the student shall be present if their belongings are being searched. Caution should be exercised in the search of a student's belongings to minimize any impact on the student's belongings.
6. Searches that involve removing or arranging any or all of the clothing of a student to permit a visual inspection of the underclothing, breast, buttocks, or genitalia of the student are strictly prohibited. Cavity searches are

also prohibited.
7. If a School official finds illegal, unauthorized, or contraband materials after a search, such materials should be turned over to the proper legal authorities if practicable and as appropriate under the circumstances.
8. The School official shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; objective, factual information received that established the need for the search; the name of the informant, if any; the person(s) present when the search was conducted; any substances or objects found and the disposition made of them; any subsequent action taken or support needed. The "Student Related Incident Report" and "Student Statement of Incident" forms must be utilized, and any witness declarations should be taken, if necessary. If appropriate under the circumstances, the school official shall photograph any substances or objects found during the search that violate the law or a School rule so the photograph(s) may be used during the discipline process.

Use of Weapons Detection Systems

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

Student Discipline

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

Additional Procedures

OFY-San Gabriel officials can briefly stop a student and question them. Mere questioning does not constitute a search. However, questioning should never be done in an arbitrary, capricious, discriminatory, or harassing manner or in a way that otherwise violates school policies.

Police officers must have "probable cause" to search a student. For OFY-San Gabriel officials, the standard is "reasonable suspicion," as delineated above, which is a lower standard than probable cause.

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

Searches of Personal Electronic Devices

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

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

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

Student Freedom of Speech and Expression Policy

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

produced by pupils to ensure it meets professional standards of English and journalism. Student expression on campus or school Internet websites and online media shall generally be afforded the same protections as in print media.

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

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

Title IX Policy and Grievance Procedures for Sexual Harassment

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

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

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

Definition of Sexual Harassment Under California Law

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

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

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

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

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not

limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum =230.

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

Sex Equity in Education Act Statement

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

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

Title IX Grievance Procedures for Sexual Harassment

Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

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

Title IX Personnel

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

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

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

- **Investigator:** The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- **Decision-Maker:** The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The 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 non-punitive 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. 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

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

appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another OFY-San Gabriel grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of OFY-San Gabriel's intent to investigate the complaint through that grievance procedure.

Title IX Grievance Procedures

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

1. Send Written Notice of Formal Complaint
   The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within fifteen (15) school days of receipt of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.
2. Investigator Conducts Investigation
   The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

   Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.
3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence
   The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least fifteen (15) calendar days before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.
4. Investigator Prepares and Shares Investigative Report
   The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not OFY-San Gabriel's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least fifteen (15) calendar days before issuance of the Written Decision. OFY-San Gabriel will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.
5. Decision-Maker Issues Written Decision
   The Decision-Maker will endeavor to issue the Written Decision within sixty (60) calendar days from the receipt of the formal complaint. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:
   - Identification of the allegations potentially constituting Sexual Harassment.
   - A description of the procedural steps taken by OFY-San Gabriel during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
   - Findings of fact supporting the determination.
   - Conclusions regarding the application of OFY-San Gabriel's policies to the facts.
   - A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions OFY-San Gabriel imposes on the respondent, and whether remedies designed to restore or preserve equal access to OFY-San Gabriel's educational program will be provided by School to the complainant.
   - OFY-San Gabriel's procedures and permissible bases for either party to appeal the decision.
6. Remedies
   If OFY-San Gabriel determines that the respondent engaged in Sexual Harassment, OFY-San Gabriel will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, OFY-San Gabriel will take appropriate disciplinary action, up to and including termination, in accordance with OFY-San Gabriel's policies and as permitted by law.

Title IX Sexual Harassment Complaint Form

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

Contact Information and Complainant's (Victim) Information

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

Respondent's (Accused) Information

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

Details of Complaint

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

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

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

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

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

List any witnesses to the incident(s):

Acknowledgments

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

Signature of Complainant	Date:

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

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

Appeals

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

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

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

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

Record Keeping

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

Updates

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

Academic Honesty

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

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

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

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

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

Definitions of Academic Dishonesty

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

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

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

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

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

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

Other examples of inappropriate behavior include:

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

Responsibilities of Student and Staff

Each STUDENT will maintain and support academic integrity by:

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

Each TEACHER will:

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

Each PARENT/GUARDIAN will:

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

Student Conduct & Expectations

Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which the learning center is located. They will also act in

accordance with the following behavior expectations in following all written and verbal agreements:

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

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

Laptop Restitution Policy

California law states that a parent or guardian of a minor is liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $25,100 in 2025, adjusted annually for inflation. In addition, it authorizes schools, after affording the student due process rights, to withhold the grades, diploma, and transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., textbooks, library books, computers, devices, shop materials, physical education clothes, and sports equipment). Teachers and other employees, under the direction of the principal, are held responsible for the care of school's property, equipment, materials, and supplies, particularly such property as is located in the room or rooms to which they are assigned.

A. Overview

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

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

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

B. Procedures: Responsibilities of the School – Policy Implementation

1. The school shall make use of the inventory system that clearly identifies the student and type of school property issued to the student. No student shall have grades, diploma, or official transcripts withheld in the absence of satisfactory evidence of an accounting (inventory) system for school property.
2. At the time of enrollment or at the beginning of each school year, the school shall notify the student and parent or guardian of the school's policies regarding the parents' or guardians' financial responsibility for school property that is not returned or where the student causes damage to school property. Parents are notified via this Student Handbook.
3. The school shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Schools may initiate a payment process. Upon completion of the restitution process, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.
4. The school shall adopt the due process procedure listed below that allows the parent/guardian or student an opportunity to review, discuss, and respond to the imposition of any fees or charges resulting from this policy.
    a. The parent or guardian shall be informed in writing immediately after any alleged loss which gives rise to an obligation under applicable law and policy.
        i. The parent or guardian may first be allowed to present information on behalf of the student, during a conference at the school, as to the reasons why a fee should not be imposed; or
        ii. A student may write a 500-word explanation to the school to present information as to why the laptop is unable to be returned and a fee should not be imposed.
        iii. After reviewing any information provided by the parent/ guardian and or students, the principal/designee shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian and student shall be notified in writing of the decision. The decision of the principal is

final. There is no appeal beyond the school level.

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

Internet Access Consent and Waiver

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

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

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

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

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

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

Rules and Regulations:

1. My use of the OFY Computer Network must be consistent with OFY-San Gabriel primary educational goals.
2. I will not use the OFY Computer Network for illegal purposes of any kind.
3. I will not use the OFY Computer Network to transmit threatening, obscene, or harassing materials. OFY-San Gabriel will not be held responsible if I participate in such activities.
4. I will not use the OFY Computer Network to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the network. I will print only to my local printer or to the printer designated by my instructor or OFY-San Gabriel.
5. I am to assume that information or resources available via the OFY Computer Network are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Therefore, I will not use the OFY Computer Network to access information or resources unless permission to do so has been granted by the owners or holders of rights to these resources or information.
6. I am prohibited from attempting to circumvent or subvert any system security measures. This section does not prohibit use of security tools by OFY Computer Network personnel.

By using the OFY Computer Network, I agree to defend, indemnify, and hold harmless OFY-San Gabriel from and

against all claims and expenses, including attorneys' fees, arising out of the use of the OFY Computer Network by me or by anyone having access to the OFY Computer Network by means of my account.

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

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

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

Student Smart Phone Use Policy

Purpose

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

Definitions

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

Use of Smartphones During Instructional Time

During instructional time, students must (a) keep smartphones powered off or placed in "Airplane" mode and (b) store smartphones in the designated storage location. The School administrator will designate one (1) storage location to be used by all students at each OFY-San Gabriel, which may include phone pouches such as Yondr, Inc. pouches, a classroom phone holder, a locked storage unit, or backpacks.

Use of Smartphones During Non-Instructional Time

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

Exceptions to Smartphone Use Restrictions

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

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

Policy Violations

A student who violates this policy or otherwise engages in the unauthorized use of smartphones may be restricted from possessing a smartphone at the school site(s) and/or at any school activities. Additionally, the student may be

subject to disciplinary action in accordance with applicable law and the OFY-San Gabriel Discipline Policy.

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

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

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

Staff Responsibility for Confiscated Smartphones

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

While staff members will take reasonable measures to ensure the security of confiscated devices, Name of School is not responsible for any loss, theft, or damage that may occur while the device is confiscated or otherwise handled by a staff member pursuant to the policy.

Smartphone Data Privacy

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

Staff Training

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

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

Discipline Policy

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

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

The official version of the OFY-San Gabriel's discipline policies are contained in the Student Handbook. To the extent there are any inconsistencies, the version in the Student Handbook shall control.

Due Process Statement

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

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

In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a full due process hearing in regard to the proposed expulsion. Parents or guardians will also be given written notice in advance of such hearing so that they may attend. OFY-San Gabriel will maintain a record of the notice and of the hearing.

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at OFY-San Gabriel. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions

and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. OFY-San Gabriel is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

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

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

No student shall be involuntarily removed by OFY-San Gabriel for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker.

If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, of the right to initiate the procedures specified in Education Code Section 47605(c)(5)(J)(ii) before the effective date of the action. If the student's parent, guardian, or the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in Education Code Section 47605(c)(5)(J)(ii), the student shall remain enrolled and shall not be removed until OFY-San Gabriel issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in Sections 47605(c)(5)(J)(i)-(ii) of the Education Code.

A foster child's educational rights holder, attorney, and county social worker and in Indian child's tribal social worker, and if applicable, county social worker, shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Before disenrolling a student, OFY-San Gabriel shall provide the student the CDE notice required under Education Code section 47605(e)(4)(D).

A. Grounds for Suspension and Expulsion of Students

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

Notwithstanding anything herein to the contrary, a student who voluntarily discloses their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
   a. Caused, attempted to cause, or threatened to cause physical injury to another person.
   b. Willfully used force or violence upon the person of another, except self-defense.
   c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
   d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e. Committed or attempted to commit robbery or extortion.
   f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, electronic cigarettes, vaporizers, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   i. Committed an obscene act or engaged in habitual profanity or vulgarity.
   j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
   l. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
   m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
   n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
   o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
   p. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
   q. Made terroristic threats against school personnel or volunteers and/or a student or group of students and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
   r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
   s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
   t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by

creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
   1. "**Bullying**" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
   2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      i. A message, text, sound, video, or image.
      ii. A post on a social network Internet Web site including, but not limited to:
         a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
         b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
         c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
         d. An act of cyber sexual bullying.
            i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
            ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
   3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on designee the Internet or is currently posted on the Internet.

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

2. **Non-Discretionary Suspension Offenses**: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
   a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

3. **Discretionary Expellable Offenses**: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
   a. Caused, attempted to cause, or threatened to cause physical injury to another person.
   b. Willfully used force or violence upon the person of another, except self-defense.
   c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
   d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e. Committed or attempted to commit robbery or extortion.
   f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, electronic cigarettes, vaporizers, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   i. Committed an obscene act or engaged in habitual profanity or vulgarity.
   j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
   l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
   m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
   n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
   o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
   p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
   q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
   r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
   s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
   t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the

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

u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
   1. "**Bullying**" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by OFY-San Gabriel.

   2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      i. A message, text, sound, video, or image.
      ii. A post on a social network Internet Web site including, but not limited to:
         a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
         b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
         c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
      iii. An act of cyber sexual bullying.
         a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
         b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
   3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a

certificated school employee, with the Principal or designee's concurrence.

4. **Non-Discretionary Expellable Offenses**: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
   a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

   If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
   Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and, whenever practical, the teacher, supervisor or OFY-San Gabriel employee who referred the student to the Principal or designee.

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

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(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 OFY-San Gabriel officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.
2. Notice to Parents/Guardians
   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If OFY-San Gabriel officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion
   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when OFY-San Gabriel has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

D. Authority to Expel

As required by Education Code Section 47605(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 OFY-San Gabriel's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at OFY-San Gabriel to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a 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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she/they testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. OFY-San Gabriel must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

   If one or both of the support persons is also a witness, OFY-San Gabriel must present evidence that the witness' presence is both desired by the witness and will be helpful to OFY-San Gabriel. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
7. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. Except as otherwise provided herein, no decision to expel shall be based solely on hearsay.

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

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

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

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

I. Written Notice to Expel

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

OFY-San Gabriel shall maintain records of all student suspensions and expulsions at OFY-San Gabriel. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from OFY-San Gabriel as the Administrative Panel's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from OFY-San Gabriel or another school district, or charter school, or private school shall be in the sole discretion of the Principal following a meeting with the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon OFY-San Gabriel's capacity at the time the student seeks readmission.

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

1. Notification of SELPA
   OFY-San Gabriel may, when applicable, notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who OFY-San Gabriel would be deemed to have knowledge that the student had a disability.
2. Services During Suspension
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
3. Procedural Safeguards/Manifestation Determination
   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, OFY-San Gabriel, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

   If OFY-San Gabriel, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that OFY-San Gabriel had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
   c. Return the child to the placement from which the child was removed, unless the parent and OFY-San Gabriel agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals
   The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or OFY-San Gabriel believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

   In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/ guardian disagrees with any decision regarding placement, or the manifestation determination, or if OFY-San Gabriel believes that maintaining the current placement of the child is

substantially likely to result in injury to the child or to others, the parent/guardian or OFY-San Gabriel may request a hearing.

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

5. Special Circumstances
   OFY-San Gabriel personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

   The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
   a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
   b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
   c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
   The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
   A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the OFY-San Gabriel's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the OFY-San Gabriel had knowledge that the student was disabled before the behavior occurred.

   OFY-San Gabriel shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
   a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to OFY-San Gabriel supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
   a. The parent has requested an evaluation of the child.
   a. The child's teacher, or other OFY-San Gabriel personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other OFY-San Gabriel supervisory personnel.

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

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

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

Drugs, Tobacco, Alcohol

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

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

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

Use

- No internal medication is to be administered to students by school personnel except as prescribed by an authorized health care provider.
- Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by an authorized health care provider must be in their original containers

and kept in a locked or secured location, whichever provides greater security.
- Whenever any staff member has reason to believe that a student may be under the influence of drugs or alcohol, he/she shall immediately notify the Assistant Principal or Principal. The Principal, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.
- In severe cases, if the parents or the doctor cannot or will not come to the school, the Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.
- In addition, the student may be recommended for suspension or expulsion as appropriate under the circumstances.
- A second incidence of use of drugs, tobacco, or alcohol within one year at school or any school activity may result in a recommendation for expulsion.

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

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

Employee Notifications
The Director of Schools or designee shall notify employees of the OFY-San Gabriel's tobacco-free policy. The notification shall also inform them of:
- Their need to abide by OFY-San Gabriel policy as a condition of employment.
- The dangers of tobacco use in the workplace, including its threat to the health and safety of employees, students, and the public.
- Available resources which may help employees stop using tobacco.
- Possible disciplinary actions in accordance with OFY-San Gabriel policy and applicable laws.

Incident Reporting

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

Student Initiated Group Policy
Purpose
The purpose of this policy is to offer an overview of the law and operational guidelines for student-initiated non-curricular student groups ("Student Groups") at OFY-San Gabriel ("School"). A Student Group is any group formed by students whose activities are not directly related to the body of courses offered by the School, e.g. a chess club, baking club. This policy does not apply to curricular and School sponsored and organized groups, such as Associated Student Body.

Overview
The School believes student groups have countless benefits for students including exposure to new interests, enhancing school spirit and providing students with a sense of belonging.

The School has created a limited open forum for Student Groups. Under the Equal Access Act (20U.S.C §§ 4071-74), all Student Groups shall be given equal access to meet on School premises during non-instructional time without regard to their religious, political, philosophical, or other speech content. A Student Group's meetings, ideas, and activities are not sponsored or endorsed in any way by the School.

The School shall not deny equal access or a fair opportunity to meet, or otherwise discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (20 U.S.C. § 7905)

Requirements for Student Group Recognition
Students who wish to create a Student Group must first submit a written proposal to the Principal or Assistant Principal in order to gain group recognition. The written proposal must include the following:
1. Proposed Student Group Name
2. Student Contacts
3. Statement of the Student Group's purpose, goals,

and activities;
4. Name(s) of any School staff member interested in supervising meetings (if any);
5. Any other information that will help the Principal better understand the Student Group

School Approval

The Board delegates to the Principal the authority to approve a Student Group or designate another School official to approve a Student Group (e.g., Assistant Principal). Before granting a request to create a Student Group, the Principal or designee may request additional information. Student Groups must be authorized by the Principal or designee in accordance with this policy before meeting on School grounds.

Scheduling and Supervision

Once the School approves the Student Group, the Principal or Assistant Principal will provide dates and times of available meeting spaces during non-instructional hours for the Student Group to select. Each student group must adhere to their scheduled meeting time and place. Meetings must take place during non-instructional hours and must be supervised as set forth below. Throughout the school year, the Student Group may make additional requests for meeting space. Student Groups shall be given equal access to meeting space, school equipment, and supplies.

Students shall leave the meeting place in a clean, orderly, and secure condition after their meetings.

If the Student Group desires, the School may be able to provide support so meetings can be held virtually during non-instructional hours.

Student Group meetings shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. (20 U.S.C. § 4071)

The Principal or designee may deny the use of facilities to any Student Group that he/she believes will materially and substantially interfere with the orderly conduct of educational activities within the school. (20 U.S.C. § 4071)

Student Group meetings must be supervised by a School staff member in a non-participatory fashion.

Limitations of Student Group Meetings:

- Student Group meetings or events may not interfere with the orderly conduct of the school day or School facility.
- Students must be enrolled at the School to participate in a Student Group.
- Nonschool persons may not conduct, control or regularly attend Student Group meetings.
- School staff must supervise School Group meetings. This supervision must be custodial in nature rather than participatory.
  - A School employee may refuse to attend a Student 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 non-instructional time.

The Principal or designee may assign a staff adviser for any Curriculum-Related Student Organization, who will be responsible for ensuring the organization's activities are aligned to the School's goals and objectives and providing supervision and leadership of the group.

Security Surveillance Policy

Purpose of Policy

The Governing Board ("Board") of OFY-San Gabriel ("Charter School") has adopted the following policy regarding the use, retention and/or access to surveillance and monitoring systems in connection with campus security measures in furtherance of its commitment to providing a school environment that promotes the safety

of students, staff and visitors to San Gabriel's resource center(s). The Board further recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft in connection with this purpose.

Policy

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

Location of Surveillance Equipment

Surveillance equipment may be placed in locations as deemed appropriate by San Gabriel's safety planning committee. The safety planning committee will accept feedback from relevant stakeholders and staff in the process of identifying appropriate locations for the placement of surveillance equipment at the resource center(s). Surveillance equipment that captures video and/or audio recordings shall not be placed in areas where students, staff, or visitors have a reasonable expectation of privacy.

Notification of Surveillance

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

Retention of and Access to Surveillance Data

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

When San Gabriel receives a request for Surveillance Data under the Family Education Rights and Privacy Act ("FERPA"), civil or criminal subpoena, search warrant, a California Public Records Act request, a request of a current or former employee pursuant to the Labor Code, Court Order or other form, immediate steps shall be taken to preserve the Surveillance Data until disclosure rights are determined. If San Gabriel determines that it is legally permissible to provide the requesting party or entity with access to the Surveillance Data, San Gabriel may do so by retaining the requested Surveillance Data in its files and providing a duplicate to the requesting person or entity.

To the extent that any Surveillance Data creates (1) a student record under FERPA or the California Education Code or (2) a confidential employee personnel record under applicable labor laws, San Gabriel shall ensure that Surveillance Data is accessed, retained and disclosed in accordance with law, Board policy, and administrative regulation.

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

Health and Wellness

Dangers of Synthetic Drugs

Assembly Bill 889 requires that California public school districts, county offices of education, and charter schools annually inform parents/guardians of the dangers associated with using synthetic drugs. Dangers to the health and welfare of students can occur when an individual uses synthetic drugs that are not prescribed by a physician, such as Fentanyl.

- Fentanyl, an opioid pain reliever that is 50 times as strong as heroin, is now being manufactured illegally by criminal organizations.
- This "illicit" fentanyl is mixed into street drugs like cocaine and heroin to make them more potent. It is also being pressed into counterfeit (fake) pills that look like prescription medications such as Percocet, Xanax, and Adderall.
- Youth and adults who purchase these drugs through social media or illegitimate online pharmacies may experience an opioid overdose, which can stop their breathing and lead to death.
- Fentanyl is synthetic, that is, it is formed from lab-made chemicals and not from naturally occurring ingredients. This makes the drug cheaper to manufacture and more profitable to sell illegally.
- Another synthetic drug, xylazine, is increasingly being added alongside illicit fentanyl. Xylazine is a strong veterinary tranquilizer. The combined effect of these two drugs on breathing and the heart can be extremely dangerous and further increases the risk of death.

OFY-San Gabriel holds the health and safety of students as its highest priority. The school has implemented the Naloxone Program which is updated annually. We have proactively offered training to our administrators and staff to recognize an opioid overdose and respond using the opioid antagonist, naloxone. When given right away, naloxone can stop opioids from acting on the brain and restore breathing.

Our resource centers are equipped with a naloxone rescue kit that can be used in the unlikely event of an opioid overdose on campus. This kit will be kept on campus, mounted in close proximity to the Automated External Defibrillator (AED) and epinephrine auto-injectors, which serve similar purposes in treating rare medical emergencies.

Signs of an Opioid Overdose

CALL 911 if you see someone who is:
Unable to wake up or respond to you
Breathing slowly or not at all
Making gurgling, choking, or snoring sounds

Please explore the Student Health tab on our website for more information about Fentanyl and counterfeit pills. We encourage you to discuss this topic with your family in an age-appropriate way. If you believe your child is struggling with substance use, please reach out to the school counselor or administration.

For more information, please contact your school front desk.

Human Trafficking Prevention and Response Plan

The intention of this notice is to provide information and resources regarding human trafficking prevention to the school community in alignment with California Education Code Section 49381.

What is Human Trafficking

Human trafficking involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act. Every year, millions of men, women and children are trafficked worldwide - including right here in the United States. It can happen in any community and victims can be of any age, race, gender, or nationality. Traffickers might use violence, manipulation, or false promises of well-paying jobs or romantic relationships to lure victims into trafficking situations. Language barriers, fear of their traffickers, and/or fear of law enforcement frequently keep victims from seeking help, making human trafficking a hidden crime.

Traffickers use force, fraud, or coercion to lure their victims and force them into labor or commercial sexual exploitation. They look for people who are susceptible for a variety of reasons, including psychological or emotional vulnerability, economic hardship, lack of a social safety net, natural disasters, or political instability. The trauma caused by the traffickers can be so great that many may not identify themselves as victims or ask for help, even in highly public settings.

Many myths and misconceptions exist. Recognizing key indicators of human trafficking is the first step in identifying victims and can help save a life. Not all indicators listed are present in every human trafficking situation, and the presence or absence of any of the indicators is not necessarily proof of human trafficking.

The safety of the public, as well as the victim, is paramount. Do not attempt to confront a suspected trafficker directly or alert a victim to any suspicions. It is up to law enforcement to investigate suspected cases of human trafficking.

If you or someone you know is being forced to engage in any activity and cannot leave, whether it is commercial sex, housework, farm work, construction, factory, retail, or restaurant work, or any other activity you can access support services by contacting the National Human Trafficking Hotline at 1-888-373-7888 or the California Coalition to Abolish Slavery and Trafficking (CAST) at 1-888-KEY2FRE(EDOM) or 1-888-539-2373.

Human Trafficking Prevention Resources

The school provides annual training to all school staff on understanding sexual abuse and human trafficking prevention and ensures that a "Stop Human Trafficking" poster is posted in each school restroom on campus. The school has included this notice in the annual student handbook and has posted additional resources on the school website.

- Human Trafficking Prevention Agencies
- Child Exploitation and Obscenity Section - ***Justice.gov/criminal-ceos***
- Human Smuggling and Trafficking Center - ***ICE.gov/human-smugglingtrafficking-center***
- Office of Child Labor, Forced Labor, and Human Trafficking - ***Youth.gov/federal-links/office-child-labor-forced-labor-and-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-civilian-security-democracy-and-humanrights/office-to-monitor-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-helpand-reporting***
- 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.

Medical Exemptions:

Students may be exempt from immunization requirements if they have a valid medical exemption. Medical exemptions can be permanent or temporary based on a licensed physician's findings (M.D. or D.O.). All medical exemptions must be issued electronically through the California Immunization Registry – Medical Exemption (CAIR-ME) utilizing a standard form.

All medical exemptions issued before January 1, 2020 continue to be valid except as explained below:

- Parents of students with existing medical exemptions will need to submit a new exemption when the student begins a new "grade span." Here, that means when a student enrolls into 7th grade. Students who were at least in 7th grade before January 1, 2020 with a properly submitted permanent medical exemption to OFY-San Gabriel (provided before January 1, 2020) can finish secondary school without submitting a new medical exemption.
- The only existing medical exemptions that may be revoked are those that were written by a physician subject to disciplinary action by the Medical Board of California or the Osteopathic Medical Board of California.

All medical exemptions must be reviewed and receive confirmation of validity prior to enrollment by the school designee. Please contact your school nurse with any questions.

Independent Study:

Students will not be required to complete immunizations for entry if they attend an independent study program with no classroom-based instruction. However, an immunization record is still required for these students because schools must maintain and report records of immunizations for all students. Virtual/Online students without complete immunizations will not be allowed to attend any school-sanctioned events that require presence in school or in a public place with other students such as field trips or sports.

Serving Students with Exceptional Needs:

Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status.

Enrolling Homeless and Foster Youth:

OFY-San Gabriel will enroll new students who are McKinney-Vento students (homeless) or foster children even if their immunization records are missing or

unavailable at the time of enrollment. The school will provide the student's guardians with information on vaccinations needed and work with the student's family and/or foster family to ensure the student receives necessary vaccinations.

Conditional Enrollment:

Any student seeking admission may be admitted conditionally if either of the following applies:

1. The student has commenced receiving doses of all immunizations required for the student's age or grade and is not currently due for any doses at the time of admission. Remaining dose(s) are due based on interval timing. For more information about conditional enrollment requirements please see: laws conditional admission (ca.gov) at https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/laws-conditional.aspx
2. A valid statement of Temporary Medical Exemption is submitted with immunization records for required shots not exempted. The student must complete all the required immunizations or obtain a new valid medical exemption when the temporary exemption terminates. Remaining dose(s) are due based on interval timing.

OFY-San Gabriel shall review the records for conditional entrants at least every thirty (30) days until all required immunizations are received and their records updated. The Charter School will inform the parent or guardian of the remaining required doses until all required immunizations are received or an exemption is filed. The student must be excluded from attending if immunization records are not completed by the deadlines. Parents / guardians will be provided with written notice prior to disenrollment in accordance with the school's charter and applicable law. Additional information regarding Immunization Requirements can be found at:

- Immunization Requirements - Health Services & School Nursing (CA Dept of Education) at https://www.cde.ca.gov/ls/he/hn/immunization.asp

Mandated Child Abuse Reporters Policy and Procedures

A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. It includes all Charter School employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment and as a prerequisite to that employment, to be provided with and sign a statement informing them that they are a mandated reporter and of their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5. All persons who are mandated reporters are required to receive annual training on mandated reporter requirements pursuant to California Education Code Section 44691(b).

All persons who are mandated reporters are required, by law, to report all known or reasonably suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a student shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or school administrator can impede or inhibit a report or subject the reporting person to any sanction.

Medication Policy

The Governing Board (the "Board") of OFY-San Gabriel has adopted the following policy regarding the administration of medication during school hours.

Purpose of Policy

To ensure the safe, accurate administration of medication to students during school hours or during school sponsored activities in compliance with applicable provisions of the California Education Code, other relevant laws, and safe practices. [See, e.g., California Education Code §§ 49414, 49414.3, 49423, 49423.1 and 49480]

Policy

No student shall be allowed to take medication during school hours unless the Charter School has received a complete and signed authorization to administer medication form ("Medication Form"), please see school site center coordinator for necessary medication forms, from the student's parent/legal guardian and an authorized health care provider (defined herein below) who is responsible for the medical treatment of the student. All medications, including nutritional supplements, herbal remedies, prescription, and over the counter medication taken by students during school hours are subject to this policy and shall require a complete and signed Medication Form. Using one of the sample Medication Forms attached hereto is recommended but not required. Forms specific to asthma, seizures, diabetes, and allergies may be utilized in place of the Medication Form for students requiring medications for these conditions. Please contact the Principal for more information about the alternative forms.

Except in emergency situations as set forth herein, only a School Nurse may administer medication to a student. Other school personnel may not administer medication but may assist the student with self-administering medication. Students may carry and self-administer medication only if the Charter School has received an appropriate Medication Form, and the self-administration must be observed by the School Nurse or other school personnel.

Whenever possible, medication should be administered at home and outside of school hours. This may require slight adjustments of the medication schedule which should be discussed with the authorized health care provider (defined herein below) and/or pharmacist. Emergency medications and other medications that are required on an "as needed"

basis such as "rapid" or "fast-acting" inhalers, emergency seizure medication, emergency hypoglycemia medication, and epinephrine auto-injectors are recommended to be provided to the Charter School in accordance with this policy and available at all times. If a Medication Form is not received for these medications and the medication is needed at school, the emergency medical services system may be activated unless the parent or legal guardian is available to administer the medication or to transport the student for treatment.

Whenever required or practicable, the Charter School will ensure:
- The necessary medical documentation is received and reviewed by a School Nurse,
- Faculty has been properly trained, and
- All necessary supplies including emergency medications are obtained prior to a student's first day of attendance.

Emergency Medication for Anaphylaxis

In accordance with Education Code Section 49414, the Charter School shall provide emergency epinephrine auto-injectors to a School Nurse or trained personnel who have volunteered, and a School Nurse or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. A School Nurse, or trained personnel who have volunteered if a School Nurse is not onsite or available, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available. If the epinephrine auto-injector is used, it shall be restocked as soon as reasonably possible, but no later than two (2) weeks after it is used. Epinephrine auto-injectors shall be restocked before their expiration date.

Emergency Medication for Opioid Overdose

In accordance with Education Code Section 49414.3, the Charter School may elect to make emergency naloxone hydrochloride or another opioid antagonist available for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Charter School shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication.

A School Nurse, or trained personnel who have volunteered if a School Nurse is not onsite or available, may administer naloxone hydrochloride or another opioid antagonist to a person exhibiting potentially 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 or contracted with the Charter School, including a nonmedical employee, who has volunteered or consented to administer medication, has been trained by qualified medical personnel, and who may legally administer the medication to the student or otherwise assist the student in the administration of the medication. It is recommended that these employees be CPR, AED and first aid certified.

"Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication, which may include:
- California licensed physicians and surgeons,
- California licensed dentists,
- California licensed nurse practitioner (must include the furnishing number and the name, address, and telephone number of the supervising physician), and/or
- California licensed physician assistants.

"School Nurse" means an individual employed by the Charter School, or under contract with the Charter School, who is a currently licensed registered nurse and is credentialed pursuant to Education Code Section 44877.

Authorization to Administer Medication Form

The Medication Form must:
- Include the student's name and date of birth,
- Include the name of the medication to be administered and the reason for administration,
- State that the parent/legal guardian consents to and authorizes the Charter School to assist the student with the administration of medication during school hours as instructed by the authorized health care provider on the Medication Form,
- Be signed by a parent/legal guardian or adult student,
- Be signed by the authorized health care provider and include a written statement from such authorized health care provider detailing:
  - The method, dosage/amount, and frequency/schedule by which such medication is to be taken at school,

- Any possible side effects of such medication, and
- For medication prescribed on an as needed basis (PRN), the specific symptoms that necessitate administration of medication, the allowable frequency for administration, and indications for referral for medical evaluation,

- Include the name, address, telephone number and signature of the authorized health care provider,
- State that the parent/legal guardian consents to and authorizes other designated school personnel to contact the pharmacist, authorized health care provider, and/or student's physician should questions arise with regard to the administration of medication at school,
- State that the parent/legal guardian agrees to provide the necessary medication, supplies and equipment,
- State that the parent/legal guardian agrees to immediately notify the Charter School if there is a change in the student's medication, health status, or authorized health care provider who prescribed the medication, and
- State that the parent/legal guardian agrees to immediately notify the Charter School and provide new consent for any changes in the authorized health care provider's authorizations regarding the medication.

For a student to carry and self-administer medication, the Medication Form must also include the following:

- Written confirmation from the authorized health care provider that, in their opinion, the student is able to competently self-carry and safely self-administer the medication according to the authorized health care provider's instructions on the Medication Form,
- Parent/legal guardian consent for the student to self-carry and self-administer medication while at school, and
- Parent/legal guardian release of the Charter School and school personnel from civil liability if the 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 auto-injectors by the Charter School.
9. If the Charter School elects to stock emergency opioid antagonists to be administered in emergency situations:
   a. Initial training and annual refresher training will be provided to volunteers at no cost to the volunteers and during the volunteers' working hours. Written training materials prepared by the Superintendent of Public Instruction shall be retained at the school for reference.
   b. An annual notice will be distributed to all staff containing the following information:
      i. A description of the volunteer request stating that the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering from an opioid overdose.
      ii. A description of the training that the volunteer will receive.
      iii. The right of an employee to rescind their offer to volunteer.
      iv. A statement that no benefit will be granted to or withheld from any individual based on his or her offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.
   c. The Charter School will maintain records regarding acquisition and disposition of opioid antagonists for three (3) years.
   d. A School Nurse or other qualified school personnel will obtain a prescription for opioid antagonists from an authorizing physician and surgeon for the Charter School, stock opioid antagonists, and restock them if used or expired.

e. Information regarding defense and indemnification provided by the Charter School for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in their personnel file.
f. The Charter School may accept gifts, grants, or donations from any source for the support of the Charter School in carrying out the requirements of Education Code Section 49414.3, including, but not limited to, the acceptance of naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler.

Responsibility of Parents, Legal Guardians and Adult Students

1. The parent/legal guardian or adult student is required to inform a School Nurse or other designated certificated school personnel of any medication being taken for a non-episodic condition as well as the current dosage and the name of the supervising physician.
2. The parent/legal guardian or adult student is required to timely provide the Charter School with their updated contact information including phone numbers, residential addresses, mailing addresses, and email addresses when changes occur.
3. If medication is to be brought on campus or administered at school or a school sponsored activity, the parent/guardian or adult student must provide a complete and signed written statement that includes all the elements described in the "Authorization to Administer Medication Form" section of this policy. They must also provide directly to the Charter School the medication and all necessary supplies in properly labeled containers.
4. In addition to the requirements above, if a parent/legal guardian wishes to designate a relative or close friend of the family who is not an employee of the Charter School ("Parent Designee") to administer medication to his/her minor student at school or a school sponsored activity as permitted under Business and Professions Code (Nursing Practice Act) Section 2727(a), then the parent/legal guardian's signed written statement shall clearly identify the Parent Designee's name and relation to the student, and shall state the Parent Designee's willingness to accept the designation, that the Parent Designee is permitted to be on the school site for this purpose, and any limitations on the Parent Designee's authority.

Mental Health

Mental health services are available at the school center. Students or parents/guardians may access mental health services, including but not limited to crisis intervention and counseling, by contacting the Assistant Principal or accessing the following websites.

Los Angeles County
https://dmh.lacounty.gov/get-help-now/

This information is provided to students and parents or guardians twice each school year via this Student Handbook and the lions.ofy.org website.

Student Meal Program

OFY-San Gabriel is committed to serving healthy meals to all students and helping meet the nutrition needs of students within its school community. This program is offered to ALL students free of charge, regardless of household income. The school meal programs aims to improve the diet and health of students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating special dietary needs. The Charter School participates in the Universal Meal Program(AB130), USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). All breakfast, lunch, and after-school meals served to students as part of the meal program shall meet or exceed current federal nutritional standards set forth in applicable local and federal statutes and regulations.

The Charter School does not sell food or beverages on campus during the school day, nor does it promote or market foods or beverages on campus during the school day, that do not meet federal nutrition standards, except when permitted by law.

Wellness Policy

OFY-San Gabriel has established a School Wellness Policy in collaboration with the Charter School's Wellness Committee, School Site Council and stakeholders within the Charter School Community. This policy describes the meal program and wellness support available on-site, outlines the Charter School's Wellness Goals and the metrics used for evaluation of the Wellness Program. The final policy, program evaluation data and periodic updates are available on the School website.

Suicide Prevention

Purpose

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

Definitions

1. **At-risk for suicide:** A student who is considered "at-risk for suicide" has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. **High-risk for suicide:** Students who are considered to be in the "high-risk for suicide" group include but are not limited to youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; or lesbian, gay, bisexual, transgender, or questioning youth (LGBTQ+).
3. **Mental health:** A state of mental and emotional well-being that can impact wellness choices and actions. Mental health problems include mental and substance use disorders.
4. **Postvention:** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. **Risk assessment:** An evaluation of a student who may be at risk for suicide conducted by a mental health professional who has been specifically trained in crisis preparedness. This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to take their life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment.
7. **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. It can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as the wish to die and the desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less severe or less dangerous suicide attempt.
10. **Suicidal behavior:** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. **Suicide contagion:** The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

Scope

This policy covers actions within the school, on school property, at school-sponsored functions and activities, and at school-sponsored out-of-school events where school staff are present. School employees must act only within the authorization and scope of their credential or license. This policy should not be construed as authorizing or encouraging an employee to diagnose or treat mental illness unless the employee is specifically licensed or employed in that capacity. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk and provide ongoing support to students identified as at-risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Risk Factors and Protective Factors

Risk Factors

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

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is essential to bear in mind that the large majority of people with mental disorders or 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 Charter School is the school of origin for a homeless youth), and may offer transportation for certain activities, which may include, but are not limited to:

- Athletic Events including team practices, games and tournaments
- ASB related events
- Educational Field Trips which include local, out-of-state and international destinations
- Graduation
- Homecoming, Prom and other school dances
- Senior Socials
- CTE courses

The methods in which students are transported by the school may include, but are not limited to:

- Bus
- Shuttle
- Passenger van
- Rideshare service
- Walking, and
- Airplane

The school does not provide student transportation in staff personal vehicles.

Students who obtain transportation to school field trips or events in a personal vehicle do so at their own risk, and must be pre-arranged with the school if determined appropriate by the Principal.

Students, guests and parents participating in school field trips or excursions waive all claims against the school for injury, accident, illness, or death occurring during or by reason of the field trip or excursion, pursuant to California Education Code section 35330(d), which includes injuries sustained during transportation. Students, guests and parents may be required to sign a release waiving any claims prior to using school sponsored transportation.

Transportation Safety Plan

The school offers students transportation to and from school-related functions through contracted services with external transportation companies. This transportation safety plan identifies applicable requirements under Education Code Section 39831.3, for a school that provides transportation in a "school pupil activity bus," as defined under Education Code Section 39830.1. A current copy of this Transportation plan shall be made available upon request to an officer of the Department of the California Highway Patrol.

During school sponsored transport, students are bound by all rules and standards of conduct established by the school (including those set forth in this Transportation Safety Plan), by the driver and/or transportation company, and by school provided chaperones. Students transported by bus shall be under the authority of, and responsible directly to, the driver, and the driver shall be responsible for the orderly conduct of the students during transport. Continued disorderly conduct or persistent refusal to submit to the authority of the driver or school provided chaperones, shall be sufficient reason for a student to be denied transportation. However, a bus driver shall not require any student to leave the bus en-route between home and school or other destinations

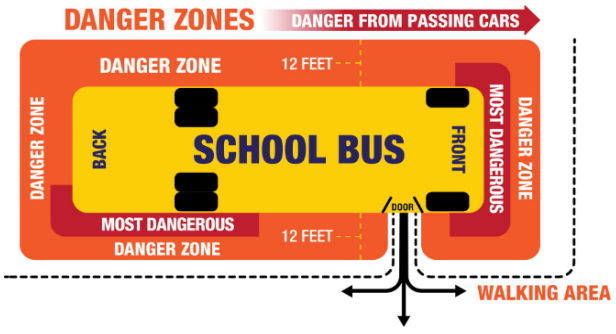
Students will receive at least one warning prior to suspension of transportation privileges, except in an emergency or as needed for health and safety. Students whose transportation privileges are suspended shall be provided with written notice setting forth the reasons for the suspension and the duration of the suspension. Students who engage in misconduct during transportation may also be subject to discipline consistent with school policies.

At all times while students are being transported in a bus, at least one (1) school provided chaperone shall be present in the bus. Chaperones will be adults with the appropriate medical and/or background clearances, and will be selected in accordance with school policies and procedures. The school provided chaperones shall check the inside of the bus, visually inspecting on and around each seat, for any students asleep or hiding after unloading. When all the school provided chaperones disembark from the bus for any reason, the chaperones shall be satisfied that there are no students on board before leaving the bus.

General Loading/Unloading Procedures

The School Bus Danger Zone

Students should be aware of the School Bus Danger Zones when boarding and exiting school sponsored bus transportation. The danger zones extend 12 feet from the front, sides and rear of the bus. Passengers must wait no less than 12 feet from the curb and may only cross roadways no less than 12 feet in front of the bus.



Procedures for Boarding School Sponsored Transportation (Ground Travel)

- Students should only enter designated vehicles when instructed by school chaperones.
- Students will wait at least twelve (12) feet back from the edge of the curb or roadway.
- Students will wait in a line forming away from the edge of the curb or roadway.
- Students will wait for the vehicles to come to a complete stop and will not approach the vehicle until the front door is opened.
- Students will enter the vehicle one at a time in an orderly manner in compliance with provided instructions.
- Chaperones will be responsible for the loading of any supplies and or equipment into designated storage areas of the vehicle as identified by the driver.
- Chaperones will perform a roll call and headcount prior to departure to verify the number and identity of each passenger.
- Passenger Restraint Systems will be used by all passengers when the vehicle is equipped.

Procedures for Exiting School Sponsored Transportation (Ground Travel)

- Students will remain seated until the vehicle comes to a complete stop and the door is opened. Students shall not stand while the vehicle is in motion.
- Students will exit the vehicle one at a time beginning with the front of the vehicle in an orderly manner in compliance with provided instructions.
- Students will wait for chaperone instructions in a designated area at least 12 feet away from the curb or roadway.
- Chaperones will be responsible for unloading of any supplies and or equipment from storage areas of the vehicle.
- Chaperones will perform a walk through and visual inspection of the inside of the vehicle to ensure there are passengers left in the vehicle.
- Chaperones will perform a roll call and headcount upon exit to ensure all passengers have safely exited the vehicle.
- Personal items of any sort should not be left in school sponsored transportation.

School Responsibilities

- The School will determine the appropriate method of transportation and vehicle type required for each trip depending on the activity and group size.
- The School will determine the appropriate number of chaperones required for each trip depending on the activity and group size.
- The school will identify if any passengers will require special needs equipment or escort during school sponsored transportation.
- There will be no fewer than 1 chaperone on board each bus that is transporting students at all times.

Chaperone Responsibilities

- Chaperones will ensure that this Safety Plan is available in print and kept on hand during the duration of any trip.
- Chaperones will ensure that a printed copy of the sign-in sheet or roster as well as a copy of the current student emergency cards are kept on hand during the duration of any trip. Rosters should include cell phone numbers of passengers whenever possible.
- Chaperones will perform roll-call upon boarding school sponsored transportation
- Chaperones will perform a head count of all passengers at any stop where passengers exit the vehicle. If the head count is off at any point, roll must be called to identify any missing passengers.
- Chaperones should exchange contact information with the driver prior to departure of any school sponsored transportation.
- Chaperones should confirm the scheduled route and return pick-up times with the driver prior to the departure of each trip.

**Vehicles and drivers may change between stops.*

Passenger Rules While on School Sponsored Transportation

All students are required to:

- Comply with all student disciplines policies.
- Arrive at the designated pick-up location on time.
- Refrain from transporting hazardous or destructive objects of any kinds such as, glass objects or containers, sharp or pointed objects, skate boards, razor scooters or bikes. Sports equipment should be properly secured in designated storage areas
- Respect the rights and property of others on the bus and at the bus stop.
- Avoid all fighting and rough play while on the vehicle, or while boarding or exiting the vehicle .
- Always enter and leave the vehicle through the entrance door except in emergencies.
- Keep all parts of the body inside the vehicle.
- Keep windows closed unless otherwise instructed by the driver.
- Not use profane language, obscene gestures, create excessive, or unnecessary noise.
- Not damage or deface any part of the bus, tamper with the radio, bus controls, emergency exits or other equipment, shoot at or throw away objects inside or outside of the bus, or in any way endanger the safety of others.
- Keep the vehicle free from litter.
- Be courteous and respectful to the driver, other students, and passersby.
- Obey the request of the chaperone and driver, give proper identification when requested.
- Always cross in front of the vehicle when it is necessary to cross the street.

Procedure When Stopped in Area Without Traffic Area or Traffic Control Signal

When the bus is stopped on a highway or private road for the purpose of loading or unloading students, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the bus driver shall do all of the following:

1. Escort all students in grades 7-8, inclusive, who need to cross the highway or private road upon which the bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all students.
2. Require all students who need to cross the highway or private road upon which the bus is stopped to walk in front of the bus as they cross.
3. Ensure that all students who need to cross the highway or private road upon which the bus is stopped have crossed safely, and that all other students and pedestrians are a safe distance from the bus before setting the bus in motion.

Mechanical Breakdown

When school sponsored transportation is disabled due to a mechanical failure and students are aboard that require transportation, the relief vehicle should drive to the front of and pull in line with and as close to the disabled vehicle as possible. The drivers of both vehicles should activate the hazard lights prior to the unloading and loading of passengers. Chaperones should immediately notify their Principal of any mechanical breakdown as soon as possible.

Procedure for Vehicle Incidents/Collisions

- In the event of a bus incident/collision, the driver and/or chaperone shall immediately secure the bus and notify the appropriate authorities (911) of the incident. CHP/local police department and transportation company dispatch to be contacted.
- The chaperones will immediately notify the School Principal of the event. The Principal will notify the CMO by contacting the Director of Schools.
- Dispatch will contact CHP and request emergency medical services if any pupils are injured. The School will notify parents or guardians of any injured student.
- Students should be released by the local authorities officer investigating the scene.
- (After securing everyone's safety, the chaperone shall report the incident using the digital incident report form within 24 hours of said incident.)

Bus Evacuation & Safety Instruction

All students who are provided school sponsored transport shall receive instruction in emergency procedures and passenger safety. The school shall provide this instruction at the start of each school year and at necessary times throughout the year. This instruction includes passenger conduct, bus evacuation, crossing roadways, proper loading and unloading and red light escorts. As part of the instruction students will exit the bus through the emergency exit door. Prior to departure on field trips, the driver shall give safety instructions which include the location of emergency exits and the location and use of emergency equipment.

Safety Tips

- Stand in lines or a group facing traffic so you can see the vehicle approaching. Stand back 12 feet from where the vehicle will stop. Do not approach the vehicle until the driver opens the door.
- When loading at a school, follow the directions of the driver and/or chaperone. Stand back the required 12 feet until the driver opens the bus door. Remember, there may be several buses to watch out for, not just your own.
- Never leave personal belongings in school sponsored transportation.
- Never run to a school sponsored vehicle, always walk.
- Service animals cannot be transported without proper documentation and prior written notice. School policies and procedures need to be followed prior to transport accompanied by a service animal.
- When waiting for the vehicle in a car, be sure your car is not parked in the bus loading/unloading zone. Make sure that you are out of the car, waiting at the stop, prior to the bus arriving.

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 re-enroll 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.

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 non-profit 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, upper body and trunk strength, aerobic capacity, upper body flexibility, and body fat composition. The testing period will occur in February of each school year and will be administered by trained staff members.

Middle School Promotion

A middle school certificate of promotion will be granted to each middle school student who completes the basic program defined below for the 7th and 8th grades. Except in unusual circumstances warranting an adjustment of the individual's program, each middle school student will enroll in the following basic program:

Two-Year Subject Requirements Core Subjects:

English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science (including Health topics)	4 semesters

Other Subjects:

Physical Education	4 semesters

1. Middle school students will earn five (5) units of credit for every semester successfully completed in each of the required subjects or courses of study.
2. Eighty (80) units of credit will be considered the minimum level of middle school student attainment in the four core academic areas of English/language arts, mathematics, history/social science and science.
3. Deficiencies must be made up by taking additional courses or by taking additional work in high school, depending on individual circumstances.

OFY-San Gabriel Middle School Planning Guides (7-8)

Grade 7			
Language Arts 7A		Language Arts 7B	
Math 7A		Math 7B	
Life Science 7A		Life Science 7B	
P.E.		P.E.	
World Hist./Geog. 7B		World Hist./Geog. 7B	
Elective		Elective	

Grade 8			
Language Arts 8A		Language Arts 8B	
Math 8A		Math 8B	
Physical Science 7A		Physical Science 7B	
P.E.		P.E.	
U.S. History 8A		U.S. History 8B	
Elective		Elective	

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 post-secondary 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 co-curricular 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 post-secondary 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 post-secondary 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 post-secondary 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 post-secondary 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 co-curricular 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 post-secondary 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.

High School English – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Language Development 1/2

HS1055/HS1056 *11th grade*

Credits: 10

This course is designed to hone and enhance students' language skills by focusing on developing reading, writing, listening, and speaking skills. By focusing on concepts, such as breaking down a prompt or annotating a text piece, this curriculum will help students deepen their critical thinking and grow their proficiency in academic and professional communication.

AP English Lit & Comp A/B CP (Online – Edmentum)

HSED1015/HSED1016 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

Contemporary Composition

HS1023 *9th – 12th grade*

Credits: 5

This course will explore the realm of writing composition. The student will be exposed to a variety of essays (e.g., persuasive, expository, and descriptive), and how to write different types of letters (e.g., letters of complaint, letters to the editor). They will be given the ability to learn how to revise, edit, and proof every form of writing that is covered in this course. Students will also utilize their imagination and creativity by analyzing pieces of artwork and responding to their feelings. Students will also be exposed to different forms of literature and how to respond to each.

CSU Expository Reading/Writing A/B CP

HS1091/HS1092 *9th – 12th grade*

Credits: 10 *CSU/UC Approved for "B"*

Aligned to Common Core Standards, this course prepares students for the demands of college reading and writing. Through scaffolding, the rhetoric-based course advances students' proficiency in comprehension, and their responses to nonfiction and literary texts. By the end of the course, students will act as motivated self-directed learners, write a variety of text-types for real audiences and purposes, determine an author's point of view and purpose, analyze the writers' use of rhetorical devices, and initiate and participate effectively in a range of collaborative discussions with peers and more.

English 9 A/B CP

HS1120/HS1121 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

The purpose of English 9 A/B CP is to expose students to various forms of fiction and nonfiction. Students will gain an understanding of an assortment of literary concepts, including point of view, author's purpose, and literary analysis. This course will help students increase their reading comprehension through activities such as making predictions, analyzing structure and format, and drawing inferences. It is designed to expose students to a wide array of texts and concepts, preparing them for future English courses where they will engage with increasingly challenging literary concepts and ideas, both abstract and concrete. Throughout the course, students will work on multiple academic essays to improve their writing skills while meeting a number of Common Core standards. Additionally, they will explore questions about communication and conflict, connecting their readings to the world they live in today.

English 9 A/B CP (Online – Edmentum)

HSED1001/HSED1002, HSES175/HSES1764 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 9A, students will delve into a variety of techniques aimed at enhancing their reading comprehension and writing skills. The instruction encompasses a wide range of writing types, including creative, descriptive, expository, narrative, and persuasive. Throughout the course, students will engage in reading and analyzing literature from various genres, while also honing skills related to effective study habits. Their writing skills will be sharpened as they evaluate literary works in terms of literary technique, form, and theme.

English I A/B (Bright Thinker)

HSBT1001/HSBT1002, HSBT1001D/HSBT1002D *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English I sets out on a four-year journey where students will master grammar, hone advanced communication skills, and appreciate challenging literature. The course starts with grammar basics like sentence structure, parts of speech, and phrases. Students will enrich their vocabulary through studying technology, literary terms, and words with multiple meanings. They'll explore culturally diverse texts focusing on literary elements and techniques, with excerpts from The Odyssey and Romeo and Juliet, which will broaden their literary exposure. Writing skills will progress as students learn to create research papers. The course also covers effective speaking and listening.

English 10 A/B CP

HS1081A/HS1082A *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

In English 10, students will enhance their writing, reading, and critical thinking skills. The objective of this course is to cultivate independent thinking, enabling students to write, read, listen, and speak in a manner that aligns more closely with the expectations of college and the real world. Throughout English 10, students will explore three major styles of writing and engage with various genres in their reading. Through assigned fiction readings, students will prepare academic paragraphs that express themes supported by textual evidence. This course is specifically designed to foster the development of analytical skills, empowering students to become adept evaluators of well-crafted writing.

English 10 A/B CP

HS1081/1082 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

In English 10, students will enhance their writing, reading, and critical thinking skills. The objective of this course is to cultivate independent thinking, enabling students to write, read, listen, and speak in a manner that aligns more closely with the expectations of college and the real world. Throughout English 10, students will explore three major styles of writing and engage with various genres in their reading. Through assigned fiction readings, students will prepare academic paragraphs that express themes supported by textual evidence. This course is specifically designed to foster the development of analytical skills, empowering students to become adept evaluators of well-crafted writing.

English 10 A/B CP

HS1081/1082 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

Students will be expected to use reading and thinking skills as they analyze and apply literary concepts to grasp the author's purpose and the central idea of the texts. Guided instruction and modeling will cause students to develop their own voice and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is narrative nonfiction of a historical event that will be incorporated as additional reading material for the course to allow the students to broaden their perspectives and help them make personal connections with real – world issues. In semester two, students will differentiate between fiction and informational texts and identify author's techniques such as rhetorical devices and text structure. Guided instruction and modeling will cause students to identify an author's perspective and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is a drama with relatable characters and plot that will be incorporated as additional reading material for the course to allow the students to analyze an author's techniques. An additional nonfiction text was chosen for this course to compare and contrast fiction and nonfiction.

English 10 A/B CP (Online – Edmentum)

HSED1003/HSED1004, HSES177/HSES178 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 10, students explore different literary devices employed in short stories, including subject, theme, mood, plot, and narration. They engage in reading and analyzing a variety of literary works to gain a deeper understanding of specific literary devices. The second unit focuses on various types of informational texts, while the third unit delves into the study of drama across different eras. Throughout the course, students are assigned writing activities that require the application of analytical and persuasive skills. In English 10, students also delve into a range of techniques to enhance their reading comprehension, writing skills, as well as their grasp of grammar and mechanics.

English II A/B (Bright Thinker)

HSBT1003/HSBT1004, HSBT1003D/HSBT1004D *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English II begins by emphasizing grammar to enhance students' writing skills. They then delve into analyzing elements of literary genres. Students engage in comparative analysis of informational texts and undertake various writing assignments, such as crafting an analytical essay on a short story and a persuasive essay that they present orally. They also undertake a research paper on a topic of their choice accompanied by a multimedia presentation. Furthermore, the course includes practical exercises where students develop their resumes and compose letters for professional purposes.

English 11 A/B CP

HS1160/1161 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

Students taking English 11 A/B CP will be engaged in a rigorous American Literature course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating points of view, and proofreading and revising skills.

English 11 A/B GR

HS1184/1185 *11th Grade*

Credits: 10

English 11 GR aims to cultivate critical literary thinkers and effective writers by analyzing a diverse range of fiction and nonfiction works using Essential Questions. Students will enhance their writing skills through various assignments, emphasizing grammar, proofreading, and revision. The course promotes advanced cognitive abilities to surpass mere comprehension and encourages the analysis and evaluation of information in both literary and informational texts. Focusing on the theme "The Image of America in American Literature," readings delve into the symbolism and the essence of American identity. The course follows a chronological organization, beginning with Native American origins and progressing to the early 20th century, with each unit providing introductions, key figures, events, and connections to universal themes.

English 11 A/B CP (Online – Edmentum)

HSED1005/HSED1006, HSES179/HSES180 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 11, students engage in studying a variety of techniques aimed at enhancing their reading comprehension and writing skills. The instruction encompasses various types of writing, including creative, descriptive, expository, narrative, and persuasive. Throughout the course, students read and analyze literature from different genres, with a particular focus on American literary movements throughout history. Additionally, students complete writing activities that involve evaluating literary works in terms of literary techniques, form, and theme.

English III A/B (Bright Thinker)

HSBT1005/HSBT1006, HSBT1005D/HSBT1006D *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English III focuses on American Literature development and its comparison with global literary ideas and forms. Students begin with language arts fundamentals and progressively tackle more complex practices to achieve analytical thinking objectives. Through a systematic approach, students learn to craft intricate analyses and argumentative papers. The curriculum also covers research principles, teamwork, discussion, and presentation skills. The accompanying text for the course is Joseph Stein's musical, "Fiddler on the Roof," which illuminates literary devices and themes of immigration and cultural assimilation, supplemented by relevant literature. Additionally, students delve into college and career planning, along with strategies for navigating information in today's technology-driven world.

English 12 A/B CP

HS1162/1163 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

Students taking English 12 A/B CP will be engaged in a rigorous course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

English 12 A/B GR

HS1186/1187 *12th Grade*

Credits: 10

The goal of the English 12 GR course is to equip students with important reading comprehension, analytical, critical thinking, and writing skills through studies of various fictional and non-fictional works. Each workbook aims to grow a student's understanding of a literary concept, skill, or genre. In Semester A, the student will study Medieval literature (looking at the features of an epic and epic hero, characterization, Medieval warrior culture, etc.), 14th century literature (understand Chaucer and Canterbury Tales, rhyme, rhythm, the role of the church, etc.), Renaissance literature (how language and arts evolved during this time, features of poetry, figurative language, sound devices, etc.), and satirical literature (understand the purpose and features of satire, irony types, diction, etc.). For the final unit, the student will dive deeper into their semester reading of Macbeth via deep analysis of its themes, the figure of Macbeth as a tragic hero, the role of fate and ambition, and so forth. In Semester B, the student will explore the Romantic Movement (the impact of Industrialism, how Romantic ideals acted as a reaction to this change, poetry features, etc.), Victorian period (intro into Gothic literature style, role of monologues, etc.), 20th Century (going over the qualities of Modernism, analyzing Modernist works, etc.), and the World Wars (historical context and impacts of both World Wars on society, literature, etc.). In the final unit, students will bring everything they learned together through a culminating project. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more.

English 12 A/B CP (Online – Edmentum)

HSED1007/HSED1008, HSES18/HSES182 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 12, students delve into exploring the relationship between British history and literature, specifically focusing on the Anglo-Saxon period through the neoclassical era, including the notable works of Shakespeare. Throughout the course, students engage in reading and analyzing a diverse range of literary works from this specific time period, contextualizing them with relevant cultural and political history presented in each lesson.In addition to the historical and literary analysis, students in English 12 also study a variety of techniques designed to enhance their reading comprehension, writing skills, and grammar and mechanics. The instruction covers various types of writing, including creative, descriptive, expository, narrative, and persuasive. Moreover, students will complete writing activities that require the application of analytical and persuasive skills.

English IV A/B (Bright Thinker)

HSBT1007/HSBT1008, HSBT1007D/HSBT1008D *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English IV focuses on interpreting literature across different epochs and genres, including fiction, drama, and poetry. Students analyze the language and themes of the dramatic play "Cyrano de Bergerac," exploring its narrative complexities. Poetry studies encompass British poetry alongside ancient and contemporary poems from diverse cultures. Writing assignments encompass a range of tasks, such as crafting fiction stories, scripts, and essays evaluating literary elements. The curriculum also includes research and persuasive writing, aimed at honing logical argumentation skills for end-of-course and SAT essay writing. Furthermore, students learn to analyze and assess media and speeches, while refining presentation and discussion abilities.

English Language Development ELD 9 A/B CP (Online – iLit)

HS1130/HS1131 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 10 A/B CP (Online – iLit)

HS1132/HS1133 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 10 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 11 A/B CP (Online – iLit)

HS1145/HS1146 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Student writing assignments focus on exploring thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. ELD 11, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 12 A/B CP (Online – iLit)

HS1147/HS1148 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers explanatory and argumentative writing, poetry, informational texts, including articles, websites, videos, memoirs, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, prediction, and evidence-collection skills. Student writing assignments focus on supporting claims, author's purpose, descriptive details, sentence variety, and tone. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of the English language. ELD 12, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Language Development 1/2
HS90291/HS90292 *11th grade*
Credits: 10
This course is designed to hone and enhance students' language skills by focusing on developing reading, writing, listening, and speaking skills. By focusing on concepts, such as breaking down a prompt or annotating a text piece, this curriculum will help students deepen their critical thinking and grow their proficiency in academic and professional communication.

Basic Writing Skills CP (Online – Edmentum)
HSED9122 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
In this course, students will study the fundamentals of grammar and sentence construction. They will be introduced to various techniques aimed at enhancing their writing skills, such as organizing ideas effectively and structuring their writing appropriately. Each unit in the course is designed to build upon the previous one, providing a solid foundation in basic grammar and writing skills. By the end of the course, students will have the ability to compose well-constructed paragraphs that adhere to the conventions of English and grammar. Additionally, they will acquire knowledge on pre-planning their writing, including techniques like brainstorming and outlining ideas.

Creative Writing CP (Online – Edmentum)
HSED9053/HSES477 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
By the end of this course, students will be able to list various genres of creative writing and explain how to begin the process of writing, identify the key elements of various forms of personal narratives, identify and describe the key elements of a short story, demonstrate effective dialogue-writing skills and apply various literary techniques in writing short prose, describe various elements of long prose and identify the different types of narrative styles, describe various literary techniques used in poetry and identify poetry's different forms, identify the different forms of theater and describe key elements in writing for theater, describe various aspects of stage direction and temporal techniques in writing for theater, and describe the key elements in writing for younger audiences.

Creative Writing A/B (Bright Thinker)
HSBT1009/HSBT1010 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Creative Writing fosters students' creativity and their ability to engage with the world through writing. Through diverse exercises, students develop skills in expressing themselves creatively across various domains such as reflection, interpretation, evaluation, synthesis, persuasion, controversial issues, and experimentation. Students will practice various forms of creative expression including fiction writing, short stories, poetry, and drama.

Critical Literacy
HS65C *9th–12th Grade*
Credits: 5
Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses, and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at the student's reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

English Foundations A/B (Online – Freckle)
HS1203/HS1204 *9th-12th Grade*
Credits: 10
English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

English Language Development ELD Newcomer A/B (Online – iLit)

HS1138/HS1139 *9th-12th Grade*

Credits: 10

This course intends to equip students for life in and out of the classroom with developing beginning English skills. Focused on building basic communication and literacy skills in English, newcomer students are initially assessed to determine what knowledge of English a student may already have, if any. The curriculum is adjusted to meet those individual linguistic needs in teaching: phonics and phonemic awareness, oral language, fluency, grammar structures, writing construction, and reading comprehension. iLit for Newcomers serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 9 A/B CP (Online – iLit)

HS90151/HS90152 *9th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 10 A/B CP (Online – iLit)

HS90153/HS90154 *10th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 10 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 11 A/B CP (Online – iLit)

HS90192/HS90193 *11th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Student writing assignments focus on exploring thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. ELD 11, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 12 A/B CP (Online – iLit)

HS90194/HS90195 *12th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers explanatory and argumentative writing, poetry, informational texts, including articles, websites, videos, memoirs, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, prediction, and evidence-collection skills. Student writing assignments focus on supporting claims, author's purpose, descriptive details, sentence variety, and tone. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of the English language. ELD 12, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Readiness A/B
HS10RA/HS10RB *9th–12th Grade*
Credits: 5-10
English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by the school, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Gothic Literature CP (Online – Edmentum)
HSED9167 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester course has 14 lessons, plus five Course Activities. Each lesson contains one or more Lesson Activities. It explores different conventions, themes, and elements of Gothic literature through the analysis of representative literary works, such as Emily Dickinson's poems about mortality and spirituality, Robert Louis Stevenson's classic Gothic novella Strange Case of Dr. Jekyll and Mr. Hyde, Edgar Allan Poe's Gothic short stories, Bram Stoker's Dracula, Robert Browning's Gothic poems, Percy Bysshe Shelley's Gothic drama, *The Cenci,* Mary Shelley's classic Gothic novel, *Frankenstein*, Gothic parodies and Gothic subgenres, and modern Gothic literature.

Literary Genres A/B (Bright Thinker)
HSBT1012/HSBT1013, HSTB1012D/HSBT1013D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Literary Genres, a senior-level course, delves into diverse literary works for exploration and analysis. Beginning with a grammar review, students proceed to examine rhetorical and literary devices, alongside a brief overview of major literary forms. They encounter a range of fiction, including selections like The Canterbury Tales, various mythologies, Beowulf, Hansel and Gretel, Dracula, and Edgar Allan Poe's "The Masque of the Red Death." Shakespearean play excerpts deepen understanding of drama, while timeless poems by poets such as Robert Frost, Emily Dickinson, Walt Whitman, and Lord Byron are explored. Comparisons between speeches by Barack Obama and Ronald Reagan aid in analyzing persuasive texts. The course culminates in an exploration of perspective within nonfiction texts like diaries and autobiographies.

Multicultural Literature
HS10ML *9th–12th Grade*
Credits: 5
This course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. Through the reading selections, students will be exposed to the various cultures contained with each country. Throughout the five units, students will study various genres from all reaches of the world, which will help them to understand how literature can help them understand regionalism.

Mythology and Folklore CP (Online – Edmentum)
HSED9169, HSES505 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester course is designed to introduce students to a wide range of myths, legends, and folklore from different cultures around the world. The course consists of 15 lessons and includes five Course Activities. Each lesson is composed of one or more Lesson Activities. In the Mythology and Folklore course, students will explore and describe myths associated with the creation of the world, natural elements, and the destruction of the world. They will also analyze and identify the main characters in dynastic dramas, love myths, and epic legends, delving into the details of their respective journeys. Additionally, students will trace the evolution of folklore and examine and describe folktales from various regions across the globe.

Poetry
HS1032 *9th–12th Grade*
Credits: 5
Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types as well as influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles and North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

Principles of English
HS10PE *9th–12th Grade*
Credits: 5
This course was created to help students review and master the key elements of the California content standards in language arts. As they review and master each standard, they will increase their competency in language arts and gain confidence in their abilities. The lessons are organized into reading and writing sections. The reading portions will help students review and master skills related to vocabulary, reading comprehension, and literary analysis via multiple-choice items. The writing portion of this course assesses three aspects of writing: strategies, applications, and English language conventions. For the writing portion, students will write two essays and answer multiple-choice items.

Reading Fiction
HS10RF *9th–12th Grade*
Credits: 5
In this course, students will engage with five novels: "The Westing Game," "The Catcher in the Rye," "Harry Potter and the Sorcerer's Stone," "The House of the Scorpion," and "To Kill a Mockingbird." Each unit will focus on exploring the significant events within each novel that contribute to the development of characters, themes, and settings. Additionally, students will have the opportunity to connect the themes of the novels to their own lives, drawing parallels and finding relevance in their personal experiences.

Science Fiction CP
HS6502 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
In the Science Fiction CP course, students embark on a journey through the history of Science Fiction. Utilizing the textbook, "Decades of Science Fiction," which features a curated selection of classic stories, students trace the evolution of this genre from the pioneering works of H.G. Wells and Jules Verne to the present day. "Decades of Science Fiction" serves as a valuable resource, providing a historical timeline for each decade and introducing each chapter with a summary of the political, scientific, and literary events that were prominent during that time.As part of the course, students will also delve into the novel "The Halloween Tree" by Ray Bradbury and complete a novel assignment centered around his compelling work. This novel adds depth and perspective to their exploration of Science Fiction, offering a captivating story for analysis and interpretation.

Structure of Writing CP (Online – Edmentum)
HSED1021, HSES379 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
Structure of Writing is a course that focuses on the principles of grammar and effective writing, emphasizing their practical application. In this course, students engage in learning about various aspects, including sentence types, punctuation marks, and essential grammar rules such as subject-verb agreement and tenses. They also explore the proper usage of different parts of speech and gain an understanding of concepts like parallel structure in sentences while identifying and correcting run-on sentences. Lastly, students are introduced to the development of paragraphs and essays, equipping them with essential skills for effective written communication.

Writing Skills
HS1028 *9th–12th Grade*
Credits: 5
This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.

High School Math – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

Algebra 1A1/1A2, 1B1/1B2 CP (2 year course)

HS2IA1/HS2IA2, HS2IB1/HS2IB2 *9th Grade*

Credits: 20 *CSU/UC Approved for "C"*

The extended 2-year Algebra course offers a comprehensive exploration of fundamental Algebra concepts. The course begins with a thorough review, ensuring a solid understanding of key principles such as variables, exponents, properties of real numbers, and solving linear equations and inequalities. Students then progress to mastering the graphing of linear equations and inequalities in two variables, as well as determining slopes and equations of lines. In the subsequent phase, students delve into subtracting, multiplying, and dividing polynomials, along with exploring concepts like the quotient rule and scientific notation. The focus then shifts to factoring, encompassing both the understanding of factoring techniques and their practical applications in real-world scenarios. The course further equips students with the ability to manipulate rational expressions, navigate complex fractions, solve rational equations, and comprehend direct and indirect variations. Students also engage in solving linear equations, reinforcing their problem-solving skills. As the course progresses, students undertake a comprehensive review of graphing, emphasizing key terms and line equations. The units cover a range of topics, including the application of linear systems, solving linear inequalities, equations, inequalities, and absolute value. The course culminates in the study of graphing quadratic equations and functions, providing students with a solid foundation in this essential area of Algebra.

Algebra 1 A/B CP

HS2040/HS2041 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

Algebra 1 A/B CP

HS2075/HS2076 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

In Algebra 1A CP, students begin their study by exploring one-variable statistics. They gather and display data, and interpret statistical results. From here, students transition to expanding their understanding of linear equations, inequalities, and systems. They write rearrange, evaluate, and solve equations and inequalities fluently; explain or validate their reasoning; use multiple representations to model relationships and constraints; write and graph equations in different forms; and reason abstractly about real-world situations. Finally, students study two-variable statistics. They create scatter plots and their lines of best fit, use residuals and the correlation coefficient, interpret data, and differentiate between correlation and causation. In Algebra 1B CP, students begin with the study of functions. They represent, interpret, and communicate about functions—using function notation, domain and range, average rate of change, and other features of their graphs They encounter several families of functions, including linear, exponential, quadratic, piecewise-defined, and absolute value. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. Students investigate real-world and mathematical contexts, examine the structural attributes of the function, and express the function using multiple representations.

Algebra 1 A/B GR

HS2087/HS2088 *9th–12th Grade*

Credits: 10

Algebra 1 focuses on building students' understanding of algebraic expressions and the relationships between quantities. They work with fractions, absolute value, and linear equations and inequalities in one variable. Students learn to represent and solve equations and inequalities in both mathematical and real-world contexts, explaining their reasoning throughout. The course then extends to linear equations and inequalities in two variables, where students use multiple representations and reason about real-world situations. Different types of activities, including Explore, Skills & Concepts, and Real-World Application, are used to help students understand and apply mathematical concepts, develop fluency, and demonstrate their ability to apply math to novel situations.

Algebra 1 A/B CP CP (Online – Edmentum)

HSED2001/HSED2002, HSES185/HSES186 *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 A/B (Bright Thinker)

HSBT2001/HSBT2002, HSBT2001D/HSBT2002D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Algebra I serves as a foundational course for high school math. Unit 1 includes a review of basic math skills to ensure students are prepared for algebraic concepts. Throughout the course, students develop competence in solving expressions, functions, and equations using formulas, ratios, proportions, percentages, and rates. Additional topics cover exponents, scientific notation, polynomials, trinomials, multi-step inequalities, slope formulas, and systems of equations and inequalities. Students explore various methods for solving quadratic functions, including graphing, factoring, square roots, completing the square, and the quadratic equation. They also analyze and organize data and statistics using tables and graphs. Furthermore, students work with exponential, radical, and rational functions and equations. The course concludes by connecting algebraic concepts to geometry.

Algebra 2 A/B CP

HS2045/HS2046 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

This course aligns with the California Algebra 2 standards. This discipline complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra 2 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

Algebra 2 A/B CP (Online – Edmentum)

HSED2005/HSED2006, HSES187/HSES188 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Algebra is a mathematical field that employs symbols to represent and generalize relationships instead of specific numbers. In Algebra 2, students will engage in performing operations on rational expressions and understanding the limitations and constraints associated with them. They will also delve into the analysis and graphical representation of polynomial functions. Additionally, Algebra 2 introduces students to complex numbers and provides opportunities to solve quadratic equations within the complex number system.

Algebra II A/B (Bright Thinker)

HSBT2003/HSBT2004, HSBT2003D/HSBT2004D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Algebra II builds upon the foundation laid in Algebra I. After reviewing Algebra I concepts, students delve deeper into linear equations, inequalities, and functions. They explore matrices, apply Cramer's Rule to solve linear systems, and tackle graphs and equations of conic sections. Through graphing, factoring, and the quadratic formula, students solve quadratic equations, inequalities, and functions. They also study graphing, factoring, inverting, and solving polynomials, as well as solving rational expressions, radical expressions, fractional exponents, and rational inequalities. Additionally, students examine exponential and logarithmic functions, exploring their properties, transformations, and applications. Probability and data analysis are applied to determine probability and model data. The course concludes with an introduction to trigonometric concepts, preparing students for advanced study in trigonometry.

AP Calculus A/B CP (Online – Edmentum)

HSED2019/HSED2020 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

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 CP

HS2038/HS2039 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

The ultimate goal of this course to extend students prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry and the study of trigonometry concerning right triangles and circles. Students will further their learning of rigid motions, translation, rotation and reflection, and begin to prove congruence with the use of them. They will develop proofs using rigid motions developing and utilizing precise definitions. They will then extend these definitions and proofs to solve problems about triangles, quadrilaterals and other polygons.

Geometry A/B GR

HS2089/HS2090 *9th–12th Grade*
Credits: 10

Geometry GR's first semester focuses on mastering fundamental geometry concepts. Students learn nomenclature, drawing techniques, and algebraic methods to measure shapes. They explore linear equations, properties of lines, and use geometric reasoning to solve problems. Rigid transformations serve as proofs for congruency, while deductive reasoning and geometric proofs are introduced. The study of similarity involves scale factors and missing measurements. Triangles, including Special Right Triangles, are extensively covered, alongside an introduction to trigonometry. The second semester delves into circles, conic sections, three-dimensional geometry, real-world applications, and probability. Topics include measures of circles, tangents, chords, conic equations, solid shapes, and probability scenarios.

Geometry A/B CP (Online – Edmentum)

HSED2003/HSED2004, HSES189/HSES190 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Geometry is a mathematical discipline that utilizes logical reasoning to establish relationships among points, lines, surfaces, and solids. In Geometry, students delve into this field by examining rigid and non-rigid transformations of figures in the coordinate plane, allowing them to establish congruence and similarity between triangles and other shapes. They also learn to prove theorems pertaining to lines, angles, triangles, and parallelograms, and develop skills in constructing geometric figures using traditional tools and modern technology. The course culminates in an exploration of trigonometry, where students apply their understanding of triangles to investigate various mathematical concepts.

Geometry A/B (Bright Thinker)

HSBT2005/HSBT2006, HSBT2005D/HSBT2006D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

This course focuses on two-dimensional Euclidean geometry and solid geometry, fostering the development of logical reasoning skills applicable in various life situations. Beginning with basic concepts such as line segments and angles, students progress to conditional statements, geometric and algebraic proofs, and line relationships. They explore polygons, including triangles, quadrilaterals, and circles, and learn about key geometric concepts like the Pythagorean Theorem and the relationship of pi (ϖ) to circumference and area in a circle. In solid geometry, students study how to calculate area and volume for prisms, cylinders, pyramids, cones, and spheres. They apply geometric skills in working with ratios, similarities, transformations, and symmetry before concluding with an introduction to the fundamentals of trigonometry.

Integrated Math 1 A/B CP

HS2042/HS2043, HS2081/HS2082 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

In this course, Integrated Math 1, students will investigate topics from Algebra and Geometry. The first semester will focus on Algebra 1. The second semester will begin with Statistics and Probability and move on to topics found in Geometry. This course will help students develop a basic understanding of linear functions and geometric transformations. The first semester will have a primary focus on linear functions, equations and inequalities. Students will learn the various forms of linear equations (standard form, slope-intercept form and point-slope form) and represent these functions through different means: equation, table, graph, and real life situation. Students will make connections between these representations and decide which approach is best when encountering various types of problems.

Integrated Math 1 A/B CP (Online – Edmentum)

HSED2013/HSED2014 *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 CP

HS2055/HS2056 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

This Integrated Math 2 course covers algebra, geometry and probability topics such as: performing operations on polynomials, graphing and solving quadratic and exponential functions/inequalities, using postulates and theorems to create two-column proofs to explore properties of angles, triangles and similar shapes, volume and surface area and calculating probabilities. Throughout the course, students will use close reading skills to make sense of problems and apply critical thinking to construct arguments and justify reasoning. Each unit will require students to apply the skills they have learned to model real-world mathematical phenomena and create multiple representations of key concepts. By the end of the course students will have developed mastery in the core topics and will have further developed skills in quantitative reasoning, constructing viable arguments and choosing appropriate tools to make sense of and model mathematical concepts.

Integrated Math 2 A/B CP (Online – Edmentum)

HSED2015/HSED2016 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

Integrated Math 3 A/B CP

HS2057/HS2058 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Integrated Math 3 is the third course in the high school integrated math sequence and build upon concepts and topics from Integrated Math 1 and 2. In this course, students will explore and analyze polynomial, exponential, logarithmic, radical, rational, and trigonometric functions using appropriate tools (e.g. Fundamental Theorem of Algebra, properties of exponents, function transformations, etc) and technology (e.g. graphing calculators, spreadsheets, online resources, etc.). Students will learn how to communicate data visually and numerically and will discover how various features relate to different types of data and probability distributions. They will also expand their understanding of measurement in two- and three-dimensions with geometric modeling and application.

Integrated Math 3 A/B CP (Online – Edmentum)

HSED2017/HSED2018 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

Precalculus A/B CP (Online – Edmentum)

HSED2007/HSED2008, HSES191/HSES192 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Precalculus is a comprehensive course that covers the foundations of calculus, analytical geometry, and trigonometry. Students will delve into various topics in Precalculus, including conic sections, matrices, sequences, induction, and probability, and learn to apply this knowledge to real-world scenarios. The course also introduces fundamental concepts of calculus, such as function limits and the concept of area under a curve.

Precalculus A/B (Bright Thinker)

HSBT2007/HSBT2008, HSBT2007D/HSBT2008D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Precalculus covers a broad range of mathematical concepts aimed at preparing students for calculus or other college-level math courses. It begins with a review of number properties, factoring, the quadratic formula, and the Cartesian coordinate system to ensure students are well-prepared for advanced topics. Students utilize graphing calculators to plot graphs and solve equations. They explore various topics including parent functions, transformations, even and odd functions, domain and range, linear functions, regression, correlation, quadratic functions, polynomials, asymptotes, exponential, logistic, and logarithmic functions. Trigonometric studies encompass angle measurement, arc length, functions, reciprocal and quotient identities, Pythagorean identities, sines, and cosines. Sequences and series are covered before examining conic sections and vectors, followed by investigations into parametric and polar equations.

Probability and Statistics CP (Online – Edmentum)

HSED2023 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "C"*

In this course, students will learn to represent and interpret data using various graphical displays such as dot plots, histograms, box plots, two-way frequency tables, and scatter plots. They will also study normal distributions and develop an understanding of the difference between correlation and causation. The course will cover topics like determining conditional probability, assessing independence of events, and applying counting techniques and probability rules to calculate probabilities. Students will also evaluate different data collection methods and statistical models, including simulations. The course concludes by discussing the use of probability models in real-life situations involving both payoff and risk.

High School Math – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Accounting A/B CP (Online – Edmentum)

HSED9089/HSED9090, HSES482/HSES483 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is intended to help students familiarize themselves with the basics of accounting and accounting functions specific to different kinds of businesses. This course covers the fundamentals of bookkeeping and financial statements. It also covers career opportunities and the key government regulations in the accounting field.

Basic Math A/B

HS2001/HS2002 *9th–12th Grade*

Credits: 10

Basic Math is a one-year course that prepares students for success in the Pre-Algebra program. Basic Math A begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions and fractional notations. Students also experience an understanding of order of operations, decimal notation, and estimation. Basic Math A concludes with an emphasis on ratio and proportion and their geometric application. Basic Math B begins with several lessons on percent notation including application to tax rate, discounts, and simple and compound interest. Students also explore central tendencies of data and learn of the various graphical representations of such data. Students delve into the relationship between the American Measurement Systems and the Metric System. Basic Math B concludes with an introduction to basic geometry as well as properties of real numbers.

Business and Consumer Mathematics (Online – Edmentum)

HSES284 *9th–12th Grade*

Credits: 5

This course explores practical mathematics skills that can be applied in everyday life. Students will learn about budgeting, managing bank accounts, and calculating the cost of goods or services. They will also gain knowledge about taxes, payroll deductions, and the concepts of investing and borrowing money. The course aims to equip students with the ability to make informed decisions regarding purchasing or renting a home or car, as well as understanding the importance of insurance in protecting their investments. Additionally, students will study economics, delving into the creation, distribution, and consumption of goods and services. The course highlights the impact of economics on individuals and its significance on a national scale.

Business Math

HS2007 *9th–12th Grade*

Credits: 5

This course is designed to strengthen the student's basic skills in personal and business math. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes.

Consumer Mathematics CP (Online – Edmentum)

HSED9138 *9th–12th GradeC*

Credits: 5 *CSU/UC Approved for "G"*

In this course, students will learn practical applications of math. They will learn how to plan a budget, manage bank accounts, and figure the cost of a good or service. They will also learn about taxes, payroll deductions, and how to invest and borrow money. This course will help students make informed decisions about buying or renting a home or car and teach them how to protect their purchases and investments with insurance. Finally, they will study economics, or the science of the creation, distribution, and consumption of goods and services. They will see how economics affects them as an individual and how it affects the country as a whole.

Financial Mathematics A/B CP (Online – Edmentum)

HSED2021/HSED2022 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Financial Mathematics, Semester A, is a single-semester course designed to introduce students to the basics of financial algebra. This course includes lessons that focus on planning for expenses and developing financial goals. Students will learn to use algebraic expressions that model growth that's due to interest. They will also describe investments in terms of their cost, risks, and returns. Financial Mathematics, Semester B, is a single-semester course designed to provide insight into some advanced concepts of financial algebra. In this course, students will see how businesses achieve profits through proper financial planning. Students will examine the benefits and consequences of using credit cards and taking out loans. They'll also describe the procedures for filing taxes and identify taxes levied on various investments.

Math Foundations A/B (Online – Freckle)

HS2059/HS2060 *9th-12th Grade*

Credits: 10

English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

Math Models A/B (Bright Thinker)

HSBT2011/HSBT2012, HSBT2011D/HSBT2012D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The Math Models course applies mathematical concepts to practical scenarios. Beginning with a basic math review, it covers geometry, probability, statistics, and problem-solving. Students learn to collect and analyze data using graphs and models applicable across various disciplines like science, trigonometry, art, architecture, and music. They utilize theoretical, empirical, and binomial probability to predict outcomes. Additionally, students use math models to comprehend personal finance topics such as compensation, budgeting, taxes, bank accounts, and compound interest. Analyzing credit cards, housing options, vehicle choices, investments, and insurance empowers students to make informed consumer decisions.

Math Readiness A/B/C/D

HSMM01/HSMM02/HSMM03/HSMM04 *9th–12th Grade*

Credits: 5-20

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Personal Finance

HS2030 *9th–12th Grade*

Credits: 5

Personal Finance is a real-world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Personal Finance (2025)

HS2520 *9th–12th Grade*

Credits: 5

Personal Finance is a real world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Personal Finance CP (Online – Edmentum)

HSED9004, HSES289 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Personal Finance is a real-world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Pre-Algebra A/B

HS2015/HS2016 *9th–12th Grade*

Credits: 10

Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems. Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems. Pre-Algebra B begins with an introduction to a three-dimensional surface area (volume). Students then progress into comprehensive work with percents and measurement systems. Measurement systems are related to the various types of graphs. Pre-Algebra B concludes with the product rule, power of exponents, and multiplying polynomials.

High School Social Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

American Government CP (Online – Edmentum)

HSED3005, HSES170 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "A"*

American Government is the study of the founding principles of democracy in the United States, the structures and details of how the government functions, and the role of the individual citizen in participating in that democracy. In American Government, students will learn about the principles and events that led to the founding of the United States in the eighteenth century. They will examine how the operations of the government are spread among three branches of government and distributed between the national, state, and federal levels. The course will explore the role of the individual citizen in the operations of the government and apply these concepts to understand the concrete areas of foreign, domestic, and economic policy. Students will use timelines to gain an understanding of how events link to each other and to the structures of government that exist today. They will analyze historical documents to gain a firsthand sense of how government structures were designed. By gathering evidence from relevant documents and historical texts, students will develop credible explanations of how and why the government exists as it does. They will express their viewpoints on the operations of government by writing essays and creating presentations about topics relevant to modern US citizens.

AP US History A/B CP (Online – Edmentum)

HSED3007/HSED3008, HSES173/HSES174 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.

Economics CP

HS3058 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The goal of studying economics is to ensure that students make reasoned judgments about both personal and economic questions along with broader questions about economic policy. The course objective is to develop an economic way of thinking and problem solving in order to understand and apply basic economic principles to decisions made by consumers, businesses, our federal government, and participants in the global marketplace. Unit 1 will introduce students to the basic concepts of economics, while Unit 2 will cover Microeconomics looking at individuals and small businesses, while Unit 3, Macroeconomics will review the national economy as whole. Unit 4 will introduce them to the Federal Reserve's Invest in What's Next: LIFE AFTER HIGH SCHOOL program and have them research potential degrees & training in their post-secondary lives, while Unit 5 takes a look at the world's economic globalization. Each unit will have performance tasks related to current events by topic, and throughout the course, there will be two economics projects. The first one is related to an American entrepreneur and their business, chosen in Unit 1 and presented in Unit 2. The other is a multimedia research project about a global economic issue and its possible solutions. That topic is chosen in Unit 3, and will be presented in Unit 5 with the purpose of bringing together the course's overall economic concepts.

Economics GR

HS3051 *9th–12th Grade*

Credits: 5

This course provides an introduction to economics, a social science that studies the workings of an economy and people's role within it. It covers economic systems, choices available within those systems, and their importance in understanding the changing world. It explores various global economies in comparison to the American economy, emphasizing the free enterprise system. The laws of supply and demand are examined, along with their influence on competition, prices, and consumer behavior. The study of businesses highlights their contribution to the economy and how supply and demand laws affect worker wages and skills. The course also covers money, including its history, transfer, and impact, as well as monetary policy and the role of the Federal Reserve System in maintaining stability. Personal finance is integrated throughout to connect these topics to individual financial situations and goals. Lastly, banking, financial intermediaries, saving, and investing are explored, along with the importance of government spending, taxes, and investment in supporting federal programs. The course provides guidance on becoming a smart consumer and making sound financial decisions.

Economics CP (Online – Edmentum)

HSED3006, HSES228 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Economics is a social science that explores the creation, consumption, and exchange of goods and services. It encompasses both local and global perspectives, examining the interactions between buyers and sellers as well as a country's role in the international marketplace. By studying economics, individuals gain insights into the decisions and behaviors of people, industries, and governments. In Economics, students will learn about their role as consumers and the fundamental principles of the U.S. free-enterprise system, connecting it to the global market. The course will delve into the relationship between business, industry, and the nation's economy, as well as the interactions between industry and government. Students will explore the entrepreneurial process and the fluctuations in the business cycle. Additionally, they will study significant historical events related to labor laws and understand their responsibilities as consumers within an economic system.

Economics (Bright Thinker)

HSBT3006, HSBT3006D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Economics course starts with an overview of fundamental principles related to the production, consumption, and distribution of goods and services within the free enterprise system. Students explore consumer and business rights and responsibilities, analyze the interplay between supply, demand, and price, and investigate the functions of financial institutions. Topics include types of business ownership, market structures, and basic consumer economics concepts. The course also examines the influence of various factors—including geography, government intervention, economic philosophies, historic documents, societal values, scientific discoveries, and technological innovations—on the national economy and economic policy. Students develop critical-thinking skills through creating economic models and assessing economic activity patterns. Additionally, they learn practical skills necessary for managing personal finances as independent adults, such as seeking college financial aid, responsible credit use, and financial account management.

US Government CP

HS3050 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "A"*

In this course, students will survey the scope of our government from its beginnings in early America, to its development, adaptation, structure, functions, and ultimately, its relevance in our democratic society. Students will learn about the foundations and unique characteristics of our democracy through reading original and transcribed founding documents, including, but not limited to: The Declaration of Independence, Articles of Confederation, and the U.S. Constitution. Students will examine the branches of the federal government and how they uphold the ideals regarding separation of powers and checks and balances. Influenced by Enlightenment philosophers, students will also analyze how the authors of the Constitution, a living document, drafted it in such a way as to allow for its adoption and application throughout the centuries. Students will also review key important Supreme Court cases and how they changed or helped create legislation protecting Americans' civil rights. Different levels of national, state and local governments along with the public services provided and public interests of their constituents will also be examined more closely, by students. They will also trace the election process and learn how public opinion can influence the government and its officials. Throughout this academic undertaking, students should be able to better comprehend the importance of active civic participation in this representative republic, the United States. in finishing this course, students will compare "American" democracy with other democracies/governments around the world, in the hope that they can distinguish similarities and differences, as well as understand United States engagement in foreign affairs.

US Government GR

HS3070 *9th–12th Grade*

Credits: 5

In this course, students will survey the scope of our government from its beginnings in early America, to its development, adaptation, structure, functions, and ultimately, its relevance in our democratic society. Students will learn about the foundations and unique characteristics of our democracy through reading original and transcribed founding documents, including, but not limited to: The Declaration of Independence, Articles of Confederation, and the U.S. Constitution. Students will examine the branches of the federal government and how they uphold the ideals regarding separation of powers and checks and balances. Influenced by Enlightenment philosophers, students will also analyze how the authors of the Constitution, a living document, drafted it in such a way as to allow for its adoption and application throughout the centuries. Students will also review key important Supreme Court cases and how they changed or helped create legislation protecting Americans' civil rights. Different levels of national, state and local governments along with the public services provided and public interests of their constituents will also be examined more closely, by students. They will also trace the election process and learn how public opinion can influence the government and its officials. Throughout this academic undertaking, students should be able to better comprehend the importance of active civic participation in this representative republic, the United States. in finishing this course, students will compare "American" democracy with other democracies/governments around the world, in the hope that they can distinguish similarities and differences, as well as understand United States engagement in foreign affairs.

United States Government (Bright Thinker)

HSBT3005, HSBT3005D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "A"*

U.S. Government begins by exploring American democracy, covering the purpose, types, origin, and formation of governments. Students delve into how colonial self-rule, English law, and weaknesses in the Articles of Confederation shaped the U.S. Constitution. They analyze the Constitution's principles and the federal system. The course also examines the purpose, powers, and relationships among key American institutions of self-government—Congress, Presidency, and the Judiciary—as well as federal, state, and local governments. Students learn about their civic responsibility to vote and engage in the governmental process. They gain insight into political parties, the evolution of the two-party system, and how public opinion and political ideology influence government decisions.

US History A/B CP

HS3043/HS3044 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

United States History A is a five-unit course in which students will examine United States History from the beginnings of America to the present. Students will begin with an examination of America's beginnings from the 1607 -1824. Students will then look at the growth, reform, and lasting effects associated with the Civil War. They will study how industry and immigration led to the Gilded Age from 1865-1914. Students will examine the progressive era from 1890 to 1920 to understand the drive for reform and several civil rights movements of this time. Additionally, they will study imperialism, conflict, and World War I from 1890 to 1920. United States History B is a five-unit course in which students will examine United States History from the 1920s to the present. Students will begin with an examination of the Roaring 20s, the Great Depression, and the New Deal from 1919-1941. Students will then look at the isolation, involvement, and the homefront during World War II and the Cold War from 1931 to 1960. They will study civil rights, protest, and change in America from 1945-1960. Students will examine the events that surrounded the Watergate years to understand the drive for reform and the lasting impacts of America's crisis in confidence from 1968-1980. Additionally, students will study the characteristics of the end of the 20th century and the challenges that face Americans in the 21st century.

US History A/B CP (Online – Edmentum)

HSED3003/HSED3004, HSES166/HSES167 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

US History is a course that focuses on the study of the events, people, and culture of the United States throughout history. In this course, students will learn about the process of historical inquiry and review the events and principles behind the founding of the United States. They will then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. Through the exploration of timelines and analysis of historical documents, students will develop an understanding of the connections between events and gain a firsthand sense of how they unfolded. By gathering evidence from relevant documents and historical texts, students will be able to develop credible explanations of events in US history. They will also evaluate change and continuity over time through the writing of essays and creation of presentations about broad periods of historical development.

World History A/B CP

HS3040/HS3041 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

Students in this course will explore various aspects of world history. They will examine the influence of democratic ideals and the Renaissance and Enlightenment periods on cultural and political movements worldwide. The course will delve into the development and consequences of revolutions in different parts of the world, as well as the impact of industrialization and imperialism. Detailed study will be given to World Wars I and II, including topics such as communism, totalitarianism, and the Holocaust. The Cold War, the Vietnam War, and the Korean War will also be analyzed. Students will investigate democratic reforms in Latin America and Europe following the Cold War, and analyze the politics of the Middle East in relation to current events. The course will also address contemporary global issues like terrorism and overpopulation. Assignments will involve various tasks such as essays, Internet activities, PowerPoint presentations, primary source analysis, and critical thinking exercises. In the second semester, the focus will be on continued imperialism, expanding capitalism, and global trade in the 19th and 20th centuries. The course will cover the causes of World War I, the global depression of the 1920s and 1930s, and the rise of nationalism in Germany, Japan, and Italy leading to World War II. The study will include the rise of communism and its influence in post-World War II era, as well as the dynamics of the Cold War and the shift in ideologies. Students will examine the geopolitical landscape, globalization, and the impact of technology in the 21st century. Throughout the course, connections between past events and present situations will be explored through current event analysis and engaging tasks. The culmination of the course will be a multimedia project in which students choose a world problem or issue and propose solutions to address it.

World History A/B CP

HS3060/HS3061 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

Semester A begins with a recap of ancient civilizations, the rise of religions and the creation of empires. This starts with a review of early Asian, African, and European cultures along with explorations of the Americas, the influences of the Renaissance and Enlightenment (1500s), and its ideals that caused social and political shifts in thought worldwide. The course looks at the rise of imperialism and colonialism, the nations' struggles with growing pains (1600s) and individual rights, conflicts and revolutions (1700s), and it concludes with the world rise of industrialization, civil wars, labor issues, and capitalism's influence on countries' and territories' growth and expansion (1800s). Each unit's background and task information and activities will attempt to connect the past to the present through a series of current event "quick writes" and engaging tasks. Through this interactive component, students should gain a better understanding of how countries' past decisions and actions have led to present situational accomplishments and crises around the world.

World History A/B CP (Online – Edmentum)

HSED3001/HSED3002, HSES168/HSES169 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

World History is a course that focuses on the study of the events, people, and culture of planet Earth throughout history. In this course, students will learn about the process of historical inquiry and review the events and principles of early civilizations. They will also apply historical inquiry to analyze societal issues, trends, and events from early civilizations to the modern world. Through the exploration of timelines, students will develop an understanding of the connections between historical events. The course will also delve into the development of writing, political and economic structures, transportation systems, and religious and cultural ideologies.

World History A/B (Bright Thinker)

HSBT3001/HSBT3002, HSBT3001D/HSBT3002D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

World History surveys the evolution of civilizations from ancient times to the present. It begins with key ancient civilizations like Mesopotamia, Egypt, China, and the foundational cultures of ancient Greece and Rome. Students explore developments in Africa, Asia, and Europe during the Middle Ages, including the impact of the Crusades. They'll learn how the Renaissance and Reformation paved the way for the Age of Reason and the Scientific Revolution. Events such as the American War of Independence and the French Revolution set the stage for the Industrial Revolution, which brought both progress and social upheaval. The course delves into the causes, events, and aftermath of the world wars, as well as the rise and fall of Communism. It concludes with an examination of developments that continue to shape contemporary global affairs.

High School Social Science – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

American Dreamers A/B

HSAD01/HSAD02 *9th–12th Grade*

Credits: 10

This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

Criminal Justice CP

HS3030 *10th–12th Grade*

Prerequisite: Teacher Approval

Credits: 5 *CSU/UC Approved for "G"*

Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice, and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, activities, and legal environment surrounding the police. Students then build upon what they have learned by understanding the court, prisons, probation, and parole. Throughout these units students will be exposed to concepts that will allow them to come away from the course with a more informed position on criminal justice topics. This course will benefit those with interest in pursuing a criminal justice career or simply responding as more informed citizens.

Ethnic Studies

HS3545 *9th–12th Grade*

Credits: 5

This course explores the complexities of race, ethnicity, and culture in our society through an analytical lens on society, history, and more. It seeks to study the dominant narratives and expose students to a variety of perspectives and experiences that are often marginalized or unnoticed in mainstream media and education. Each unit addresses topics such as the power of words and voice in shaping society, intersectionality, culture and cuisine, impact of law on specific population groups, and so on. Through these studies, students will respectfully engage in learning activities that will cultivate and develop their knowledge and skills related to cultural competency, critical thinking, analysis, communication, historical and societal awareness, research, and empathy. By completing this course, students will develop a better understanding of society and be better equipped to navigate a diverse and interconnected world.

Ethnic Studies (Online – Edmentum)

HSED9210, HSES573 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In one semester of five units, Ethnic Studies explores the history, culture, and experiences of different ethnic and racial groups. The course looks at the lives of Indigenous peoples, African Americans, Latin Americans, Asian Americans, and Pacific Islanders in the United States. By studying the experiences of people in these groups, you will develop a deeper understanding of their contributions, struggles, and achievements. In this course, you will explore the effects of historical as well as current laws and policies. Many laws and policies have focused on specific ethnic or racial groups in the United States. You will learn about the ways in which these groups have shaped and contributed to society. You will also explore the obstacles groups have faced while working to gain citizenship and equality. Through discussion, research, and projects, you will learn how the impacts of race, ethnicity, and identity lead people to have very different lives.

History of American Sports

HS3037 *9th–12th Grade*

Credits: 5

This course focuses on the history and cultural impact of the five major professional sports in America today: basketball, football, baseball, hockey, and soccer. Students will explore the intricate and colorful history of each sport beginning from its inception, through its early developmental stages, and into the current times. Students will learn about various athletes who have greatly impacted each sport. Students will also study how each sport has found a niche in American culture and will explore the future possibilities for each sport.

History of the Ancient World
HS8502 *9th–12th Grade*
Credits: 5
This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of the Fertile Crescent and Mesopotamia, Egypt and Nubia, India, China, Greece, and Rome.

Holocaust Studies CP (Online – Edmentum)
HSES462 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
Holocaust Studies is a single-semester course that describes the mass murder of millions of Jews during the Nazi rule in Germany and its impact on the international community. In this course, students will trace the history of Jews living in Europe and the origins of 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/HSES354 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

When European settlers first arrived in the Americas, they found the continent already inhabited. The cultural differences between the Native Americans and Europeans, as well as their desire to occupy the same land, often led to conflict. Tensions increased over time as Europeans moved westward to establish settlements. The US government, eager for more land, imposed a number of controversial policies on Native Americans, including assimilation, forced removal, and military intervention. This course examines the persecution of Native Americans and their fight for civil rights and recognition throughout US history. By the end of this course, you will be able to do the following: Describe the different cultural regions of the Native American groups on the North American continent. Consider indigenous people's perspectives on colonization. Explain why tribal confederacies were created. Identify ways in which European presence affected the Native American people. Interpret the effects of ethnocentrism on tribal-federal relations. Consider the effects of federal programs to remove and relocate, or assimilate Native Americans. Describe the effects of the boarding school experience by reading the words of Native American children. Analyze the outcomes of assimilation through both European and Native American perspectives. Discuss the long-term ramifications of boarding schools. Analyze the effect of the California Gold Rush on local Native American populations.

Latin American History

HS30LH *9th–12th Grade*

Credits: 5

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

Psychology A/B CP

HS3016/HS3017 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This elective course introduces students to the scientific study of human behavior and mental processes. Students will enhance their comprehension, critical thinking, and communication skills through research and analysis in written assignments. Lessons will develop and increase students' fluency, vocabulary, imagination, and creativity. Topics include: research methods and statistics, human growth and development, the senses and perception, learning and memory, thinking and motivation. This course addresses Common Core State Standards of Literacy in Reading and Writing in History/Social Studies and requires grade-level to advanced reading and critical thinking skills.

Psychology A/B CP (Online – Edmentum)

HSED9007/HSED9008, HSES227/HSES246 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In Psychology, students will explore the field's history and major theories. They will examine human development and how the nervous and endocrine systems impact behavior. Language development and acquisition theories will be discussed, along with the influence of heredity, environment, society, and culture on human behavior. The course provides an in-depth understanding of these psychological concepts and their relevance to the study of human behavior and development.

Social Issues CP (Online – Edmentum)

HSED9032, HSES377 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Upon completion of this course, students will acquire a diverse range of knowledge and skills, including comprehending media, understanding the roles of the federal government branches, and articulating the significance of civil liberties versus civil rights. They will analyze crime rate trends and approaches to punishment, as well as describe the historical interpretation of the right to bear arms by the Supreme Court. Students will demonstrate proficiency in defining poverty-related terms, recognizing race as a social construct, and explaining theories of prejudice. They will also gain knowledge of significant legislation linked to civil rights, the interconnection between abolition and the women's movements, and major events in the gay rights movement. Additionally, students will understand the organizational structure of the American school system, the impact of the Industrial Revolution and immigration on education, and pivotal court cases related to abortion and the right to privacy. Familiarity with terms like "culture of life," awareness of cases influencing public perception of euthanasia and the right to die, and knowledge of key legislation on stem cell research will also be acquired. Ultimately, this comprehensive curriculum will enhance students' critical thinking and analytical skills, providing a deep understanding of various social and political issues.

Sociology CP (Online – Edmentum)

HSED9016, HSES226 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In this course, students will explore the evolution of sociology as a distinct discipline while learning about sociological concepts and processes. They will learn how the individual relates to and impacts society. Students will also learn about the influence of culture, social structure, socialization, and social change on themselves and others. The course combines a variety of content types, including lessons, activities, discussions, and games to engage learners as the discover sociology as a subject and as a career.

Tolerance Studies

HS9037 *9th–12th Grade*

Credits: 5

This course provides both an historical and chronological background of the civil rights movement. Through the use of multimedia, students will explore the role of blacks during World War II, what impact the Montgomery bus boycott had on the civil rights movement, and how the "Summer of Freedom" helped promote voting rights for blacks. In addition, students will be exposed to numerous stories that demonstrate some of the personal sacrifices individuals made to promote the civil rights movement. This course also explores the events of the Holocaust of World War II. Students will learn of the struggles of some Europeans under the rule of Nazism.

We the People

HS8006 *9th–12th Grade*

Credits: 5

This course is designed to look at the history of the LGBT movement. Students will explore major milestones in the movement including Stonewall, the AIDS epidemic, Proposition 8 and current events affecting the LGBT community. Students will explore how individuals as well as organizations played a role in the visibility and progress of the movement. Students explore the movement through a variety of resources, including books, online resources and videos. Students will complete a book review on a memoir they will read throughout the course and an injustice project that relates to a hardship they have or someone they know has faced in their lifetime.

Women's Studies CP (Online – Edmentum)

HSED9106, HSES301 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Women's Studies is a course that is designed to help you understand the concepts of gender and gender roles, and the social discrimination that exists on the basis of gender. Students will learn about the history of feminism and feminist theories. Students will also learn about the social and political movements that raised awareness about equal rights for women and other marginalized groups. Students will explore the role of media in reinforcing gender stereotypes. This course also looks at the difference in the Western and non-Western ideas of gender, feminism, and activism. The course ends with a discussion on the possible challenges in the path toward creating an equal society.

World Geography A/B CP

HS3046/HS3047 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

World Geography A is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them. In the first semester of this course, students will begin with an examination of the World, which will include how geographers look at the world. This will include examinations of the physical world, climates of Earth, as well as the human world. Students will then look at the United States and Canada. They will then study Latin America, which will include Mexico, Central and South America, as well as the Caribbean. Students will then explore all of Europe, including the Russian Core. Students will complete the first semester of World Geography with an examination of North Africa as well as Southwest and Central Asia. World Geography B is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them. In the second semester of this course, students will begin with an examination of Africa South of the Sahara. Students will then look at the countries of South Asia. They will continue to broaden their understanding by studying East Asia. Students will then examine Southeast Asia and the Pacific World. Students will finalize their study of World Geography by studying topics that pose great challenges to the world and will explore a variety of sources to broaden their understandings in these areas.

World Geography A/B CP (Online – Edmentum)

HSED9014/HSED9015, HSES171/HSES172 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

World Geography A/B (Bright Thinker)

HSBT9016/HSBT9017, HSBT9016D/HSBT9017D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In World Geography, students will grasp the six key aspects: spatial terms, places and regions, physical systems, human systems, environment and society, and the applications of geography. Beginning with a general overview of Earth's structure, hydrosphere, and climates, each unit progressively focuses on a specific global region. By studying the physical geography of these regions, covering aspects like water resources, climate, vegetation, and natural resources, students gain insights into how geography shapes economic activities, human culture, and historical developments. Moreover, students explore the environmental impact of human actions, such as pollution and development, and contemplate the resulting implications.

High School Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

Anatomy and Physiology A/B (Bright Thinker)

HSBT4001/HSBT4002, HSBT4001D/HSBT4002D — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

Anatomy and Physiology familiarizes students with the intricacies of the human body, covering various organ systems and their collaborative functions in sustaining life. These systems encompass the circulatory, digestive, integumentary, reproductive, and respiratory systems. Students explore diseases impacting these systems and the range of treatments, both conventional and innovative, employed to combat them. Additionally, the course delves into the development and impacts of aging on these organ systems.

AP Biology A/B CP (Online – Edmentum)

HSED4015/HSED4016 — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

In this blended online course (employing both online and face-to-face learning), students will be taught and encouraged to continually pose questions about the subject matter. Through exploration and discovery of the phenomenon at the core of each lesson, students will be guided to answer their own questions and be able to discuss the phenomenon in ways that reflect sound scientific practices. Biology is presented as a living process, one that carries a body of current understandings and a method of building on those understandings to either deepen them or replace them with better explanations. In particular, students will explore the eight themes identified as the focus for AP-level Biology instruction: Science as a Process Evolution Energy Transfer Continuity and Change Relationship of Structure to Function Regulation Interdependence in Nature Science, Technology, and Society.

AP Chemistry A/B CP (Online – Edmentum)

HSED4031/HSED4032 — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

The Advanced Chemistry course is designed around the AP Chemistry Curriculum Framework established by the College Board. The course is presented through the lens of scientific inquiry—the process of channeling human curiosity into purposeful exploration, discovery, and application of observable natural phenomena. In this course, students will grow to understand their physical world in a deep way. At the same time, an inquiry and STEM-oriented approach to chemistry offers students a shared method of asking questions about the world around them. Their experience and knowledge from this course—tied to a strong emphasis on qualitative and quantitative analysis and communication—is designed to enable them to understand important scientific and societal problems and to creatively grapple with such problems. In this blended online course (employing both online and face-to-face learning), students will be taught and encouraged to continually pose questions about the subject matter. Through exploration and discovery of the phenomenon at the core of each lesson, students will be guided to answer their own questions and will be able to discuss the phenomenon in ways that reflect sound scientific practices.

Aquatic Science A/B (Bright Thinker)

HSBT4017/HSBT4018, HSBT4017D/HSBT4018D — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

Aquatic Science introduces students to the study of water and related phenomena. The first unit focuses on understanding water as a system, covering its chemistry and physics. Students engage in a course project, applying scientific methods to analyze data from a local body of water. Subsequent units explore the physical properties of the ocean, including formation and composition, as well as the interaction of the atmosphere and sun with the hydrosphere to create weather. The course also examines aquatic ecosystems, including aquatic biology and marine and freshwater ecosystems. In the final unit, students explore the relationship between humans and water, addressing challenges such as population growth and competition for resources with agriculture and industry.

Astronomy A/B (Bright Thinker)

HSBT4005/HSBT4006, HSBT4005D/HSBT4006D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

Starting with a historical overview of astronomy, students will learn about the contributions of Ptolemy, Copernicus, Galileo, and Newton. The second unit focuses on telescopes and detectors, including radio receivers. Following this, students explore the characteristics and processes of the Sun before studying the terrestrial planets: Mercury, Venus, and Mars. The course then delves into the Earth-Moon system, followed by facts about minor planets, Jupiter, Saturn, and the outer planets. Beyond the solar system, students learn about stars, galaxies, and deep space objects. They also study constellations to better appreciate the night sky and explore topics such as the origin and fate of the universe, impermanence, special and general relativity, and cosmology.

Biology A/B CP

HS4036/4037 *10th Grade*
Credits: 10 *CSU/UC Approved for "D"*

Biology CP is a 10-unit course that will have students focus on the knowledge and skills required to master the concepts of the relationships between organisms and their environment. Students will demonstrate their understanding and evaluation skills by using evidence, that is either gathered through lab investigations or researched, to explain their arguments with the support of models and mathematical representation. Performance tasks, labs, and summative assessments will evaluate how well students mastered the learning targets that focus on key processes and functions in the interdisciplinary relationships between core concepts in biology, physical science, chemistry, earth and space science, and engineering. The goal upon completing this course is for students to exercise their newly developed reasoning and analytical skills to achieve in their current and post-secondary academic coursework into any science or non-science discipline and to becom. science-minded, conscientious model for others to positively impact their community.

Biology A/B CP (Online – Edmentum)

HSED4001/HSED4002, HSES287/HSES288 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Biology with Virtual Labs A/B CP (Online – Edmentum)

HSED4007/HSED4008, HSES458/HSES459 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.

Biology A/B (Bright Thinker)

HSBT4003/HSBT4004, HSBT4003D/HSBT4004D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

In Biology, students gain an understanding and appreciation of the living world. Beginning with a brief history of biology, the course investigates the basic unit of life—the cell—to lay a foundation for deeper study. Topics include genetics, covering meiosis, heredity, and DNA, as well as natural selection, theories of life's origin, and evolution mechanisms. Students explore microorganisms like bacteria before delving into plant structures, processes, and reproduction. They also examine animal behavior and characteristics, studying invertebrates, amphibians, reptiles, birds, and mammals. Nutrition and disease are investigated before exploring human body systems. The course concludes with an analysis of the interdependence of living things in ecosystems.

Chemistry A/B CP (Online – Edmentum)

HSED4009/HSED4010, HSES548/HSES549 *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).

Chemistry A/B (Bright Thinker)

HSBT4007/HSBT4008, HSBT4007D/HSBT4008D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Chemistry, a foundational branch of physical science, applies its principles and laws across various fields such as business, technology, and healthcare. The course begins with an exploration of measurements, calculations, data analysis, and the scientific method. Students investigate the properties of elements, compounds, and mixtures. They examine the history of atomic structure theories leading to Mendeléev's periodic table and the periodic law. Subsequently, students apply atomic theory to study molecular and chemical bonding interactions, including chemical formulas, reactions, and stoichiometry. The curriculum covers states of matter, gas laws, solutions, acids and bases, thermochemistry, reaction kinetics, and oxidation-reduction reactions. The course concludes with examinations of organic chemistry, biochemistry, and nuclear chemistry. Throughout, lab investigations, including video labs, reinforce science concepts and skills.

Earth and Space Science A/B CP (Online – Edmentum)

HSED4013/HSED4014, HSES244/HSES245 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Earth Science A/B (Online – Edmentum)

HSES475/HSES476 *9th–12th Grade*

Credits: 10

In the Earth Science course, students will delve into the intricacies of our planet as a dynamic system and recognize the significance of our role within it. They will explore the Solar System, examining the characteristics of stars, the sun, the moon, and the structure of galaxies. Through the application of the scientific method, students will seek answers to important questions. By studying Earth's composition and its surroundings, they will develop an understanding of the profound impact humans can have on the future of our world. Upon completion of this course, students will be able to: describe the fundamental structure of Earth, explain the gradual formation of Earth's landforms, analyze various types of maps and their features, comprehend the role of tectonic plate movements in shaping the planet, classify different types of volcanoes and examine the nature of volcanic eruptions, grasp the concept of the rock cycle and the formation of soil layers, and identify the processes involved in the transformation of rock into soil.

Engineer Your World A/B CP

SGI1171/SGI1172 *10th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

This course engages students in authentic engineering practices in a project-based environment. Students complete a series of socially relevant design challenges to develop engineering design skills and habits of mind. Students learn about engineering's societal impact through exploration of past accomplishments; current and future challenges, and the interplay between science, technology, customer needs and evolving designs. They also learn about engineering disciplines and careers, the multidisciplinary nature of practice, and professional codes and standards to which engineer adhere. Also, students learn and employ the multi-step, iterative process that engineers use to design a product for specific customer needs. They learn to characterize the system using quantitative techniques common in the practice of engineering, enabling a deeper understanding of the system. Emphasis is placed on creating communication artifacts to ensure accurate interpretation by others, integrated product teams, and examples of successful engineering teams. Finally, students learn to use common tools and techniques that engineers employ to approach and solve problems and to manage projects.

Environmental Systems A/B (Bright Thinker)

HSBT4009/HSBT4010, HSBT4009D/HSBT4010D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Environmental Systems introduces students to Earth's various systems, their interactions, and human impacts on them. The course covers the scientific foundations of land, water, atmosphere, and biosphere systems, discussing environmental problems, potential solutions, existing laws, and future legislation. Critical thinking and the ability to consider multiple perspectives are essential skills. Lab investigations, including video labs, are integrated throughout the course to reinforce scientific concepts and skills.

Human Anatomy and Physiology Sem A/B CP (Online – Edmentum)

HSES544/HSES545 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Human Anatomy and Physiology is an NGSS-aligned advanced science course that focuses on the development of a deep and comprehensive understanding of the structures and functions of the body and its mechanisms for maintaining homeostasis. This course will start with an understanding of medical terminology and a review of homeostasis as a means of setting the foundation for the rest of the course. Students will then learn about the key body systems, (integumentary, cardiovascular, respiratory, digestive, excretory, musculoskeletal, nervous, lymphatic and reproductive) and how all of these work together to keep the body at homeostasis. Each unit will feature practicals and case studies for the different body systems so students can engage in critical thinking, career exploration and what it would be like to work in different parts of the health sciences. Each unit will also feature a hands-on lab that allows students to plan and carry out investigations and/or analyze data to use to support a scientific argument. These labs and case studies will also reinforce scientific writing skills to prepare students for post-secondary courses. By the end of the course, students should be able to not only demonstrate an in-depth understanding of anatomy and physiology, but also be able to communicate about it correctly both verbally and in writing. Lastly, this course will have a large career component with a focus on exposing students to careers in the health sciences in each unit. The culminating project for the course will be a large health science careers research paper and presentation.

Integrated Physics & Chemistry A/B (Bright Thinker)

HSBT4011/HSBT4012, HSBT4001D/HSBT4012D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

In Integrated Physics & Chemistry, students delve into captivating chemistry and physics topics. They receive a brief introduction to the scientific method, lab safety, and the metric system. The chemistry segment covers atomic theory, the Periodic Table, chemical formulas, and equation balancing. Investigations extend to acids and bases, gas laws, and nuclear chemistry. In physics, students explore Newton's laws of motion, as well as concepts like mass, force, motion, velocity, acceleration, gravity, and energy. They also study electricity and magnetism, simple machines, thermodynamics laws, and energy waves. Lab investigations, including video labs, are incorporated throughout the course to reinforce science concepts and skills.

Medical Microbiology A/B (Bright Thinker)

HSBT4013/HSBT4014, HSBT4013D/HSBT4014D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Medical Microbiology explores the world of microorganisms responsible for human illness. Students study common bacteria, viruses, and protists that cause disease and learn about their transmission within communities and globally. The course emphasizes methods to prevent the spread of these pathogens. Students examine various medications and their mechanisms for combating microorganisms. Additionally, they investigate the phenomenon of antibiotic resistance and its implications. Laboratory skills in culturing and isolating microorganisms in Petri dishes are also taught.

Physical Science A/B CP

HS4026/HS4027 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Upon successful completion of Physical Science, students will be able to communicate their findings using scientific observations, data collections and analyses. They will be able to use appropriate tools to perform investigations and understand how science is incorporated in our lives. In this semester of the course, students will focus on the chemical aspect of physical science. Students will understand characteristics of various materials and provide explanations of their behaviors by analyzing their molecular composition. Students will practice writing and validating scientific reports and justify their findings using graphs, tables and stoichiometric calculations to show their quantitative and qualitative data. Students will also gain the experience necessary to perform simple lab techniques such as measuring, filtering and diluting. Due to the high rigor of this class, knowledge of Algebra 1 is highly recommended.

Physical Science A/B GR

HS4034/HS4035 *9th–12th Grade*

Credits: 10

Upon successful completion of Physical Science, students will be able to communicate their findings using scientific observations, data collections and analyses. They will be able to use appropriate strategies to analyze and understand how science is incorporated in our lives. In this semester of the course, students will focus on the chemical aspect of physical science. Students will understand characteristics of various materials and provide explanations of their behaviors by analyzing their molecular composition. Students will practice writing and validating scientific reports and justify their findings using graphs, tables and stoichiometric calculations to show their quantitative and qualitative data. Students will observe and interact with computer simulations on acids and bases. Knowledge of Pre-Algebra is highly recommended.

Physics A/B CP

SGI1184/SGI1185 *10th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

In Physics A, students will explore the fundamental properties of motion and force. These areas include Newton's three laws, the conservation of momentum, impulse, kinematics, and dynamics. Students will also understand the types of energy involved in these processes and how they are transformed. Ultimately, students will be able to understand and explain the physical interactions that can occur everyday, such as in collisions. In Physics B, students will explore the characteristics of waves and their applications to the real world. Specifically, students will be able to acknowledge the various ranges of lengths of electromagnetic radiation and how they are vital for our everyday functioning. Students will also study the nature of electricity and magnetism and how they are related. Beyond these concepts, students will learn how to analyze and measure voltage and current in both parallel and perpendicular circuits. In addition, students will be able to utilize Snell's law in their understanding of light and Coulomb's law in their understanding of electrical forces.

Physics A/B CP (Online – Edmentum)

HSED4011/HSED4012, HSES206/HSES207 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

Physics A/B (Bright Thinker)

HSBT4015/HSBT4016, HSBT4015D/HSBT4016D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

This course covers physics concepts such as matter, energy, motion, force, speed, velocity, and acceleration to deepen understanding of universal behavior. Students explore the historical development of physics and the contributions of key figures like Newton, Einstein, and Planck. They apply physics principles to topics including gravity, momentum, motion, energy, work, and power, examining how machines utilize torque and force. Fundamental forces, electrostatics, thermodynamics, waveforms, particles, and quantum physics are investigated, along with topics like the nucleus, radioactivity, fission, fusion, and theories of special and general relativity. Lab investigations, including video labs, are integrated throughout the course to reinforce scientific concepts and skills.

High School Science – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Earth Science A/B
HS4016/HS4017 *9th–12th Grade*
Credits: 10
Students will be introduced to the field of earth science, be familiar with maps, and be acquainted with the concepts of rock and mineral composition, plate tectonics, and earthquakes. Students will be challenged to demonstrate their learning at different thinking levels such as interpretation, prediction, analysis, and evaluation. Earth Science A/B is valuable as an exploratory course for those interested in the scientific field or for those students seeking to increase their understanding of the earth. At the end of each unit there is a virtual laboratory assignment. The instructor can assist students with this portion of the unit.

Environmental Science A/B CP (Online – Edmentum)
HSED9100/HSED9101, HSES454/HSES455 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
In Environmental Science, Semester A, students will explore the significance of environmental science as an interdisciplinary field. They will examine the abiotic and biotic factors that shape ecosystems. The importance of biodiversity for organism survival and the roles of the food chain and food web in ecosystems will be discussed. Students will study ecological interactions and the concept of succession. The effects of climate change and various forms of adaptation will be explored. Additionally, the water cycle and the cycling of carbon, oxygen, nitrogen, and phosphorous in the global environment will be examined. In Environmental Science, Semester B, students will delve into the factors influencing populations. They will analyze human population growth and its consequences. The unequal distribution of natural resources on Earth and the factors contributing to it will be explained. Waste management will be discussed, along with different types of pollution and methods for pollution control. Various nonrenewable and renewable energy sources will be introduced. Furthermore, students will learn about the benefits of environmental policies and identify the factors influencing sustainable development.

Foundations of Green Energy A/B CP (Online – Edmentum)
HSED9171/9172 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Foundations of Green Energy is a two-semester course that is designed to provide students with an in-depth understanding of the science, technologies, and career opportunities within the rapidly expanding and evolving energy industry. The course focuses on the study of electrical energy and explores emerging energy technologies. It is specifically tailored to meet the state standards associated with STEM studies in the field of energy. The course content aligns with the Energy Industry Fundamentals Certificate Program (EIFCP) standards, which have been developed by the Center for Energy Workforce Development (CEWD). Through this course, students will gain valuable knowledge and skills that will prepare them for future success in the dynamic and growing field of green energy.

Introduction to Astronomy CP (Online – Edmentum)
HSED9026, HSES436 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
In Introduction to Astronomy, students will explore the captivating history of astronomy, spanning from ancient civilizations to the present day. The course delves into the celestial movements of the Sun, Moon, planets, and stars, enabling students to comprehend their patterns across the sky. Additionally, students will gain an understanding of the solar system's formation, as well as the vital roles played by the Sun and Moon within it. The causes behind Earth's seasons and the factors contributing to the existence of life on our planet will be thoroughly discussed. Furthermore, students will delve into the intriguing realm of stars, galaxies, and the awe-inspiring structure known as the Milky Way. The course also covers various theories of cosmology, providing students with insights into our understanding of the universe. Lastly, the advantages and disadvantages of space exploration will be explored, fostering critical thinking and awareness of the exploration's impact.

Introduction to Forensic Science CP (Online – Edmentum)
HSED9022, HSES303 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This course is designed to introduce students to the importance and limitations of forensic science and explore different career options in this field. They also learn to process a crime scene, collect and preserve evidence, and analyze biological evidence such as fingerprints, blood spatter, and DNA samples. Moreover, they learn to determine the time and cause of death in homicides and analyze ballistic evidence and human remains in a crime scene. Finally, they learn about forensic investigative methods related to arson, computer crimes, financial crimes, frauds, and forgeries.

Introduction to Marine Biology CP (Online – Edmentum)

HSED9023, HSES437 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is intended to to help familiarize students themselves with the knowledge and skills required for a career in marine biology. In the Introduction to Marine Biology course students will explore the fundamental concepts of marine biology. They will learn about the formation and characteristic features of the oceans. They will also learn about the scientific method and explore careers available in marine biology. The course will introduce them to the characteristic features of different taxonomic groups found in the ocean. Students will learn about the different habitats, life forms, and ecosystems that exist in the oceans and explore the different types of adaptations marine creatures possess to survive in the ocean. They will learn about succession and the flow of energy in marine ecosystems. Finally, students will also learn about the resources that the oceans provide and the threats that the oceans face from human activities.

Introduction to Veterinary Science CP (Online – Edmentum)

HSED9028, HSES302 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In the Introduction to Veterinary Science course, students will embark on a comprehensive exploration of the captivating history of veterinary science. The course provides valuable insights into the essential skills and requirements necessary for a successful career in the veterinary industry. Students will delve into the intricate physiology and anatomy of animals, equipping them with the knowledge to evaluate and assess animal health effectively. Through engaging coursework, students will gain expertise in diagnosing and treating both infectious and noninfectious diseases that commonly affect animals. Furthermore, the course covers the crucial topic of zoonotic diseases, highlighting the interconnectedness between animal and human health. Additionally, students will study the profound impact of toxins and poisons on animal well-being, fostering a comprehensive understanding of the potential threats to animal health.

Physical Science A/B CP (Online – Edmentum)

HSED4017/HSED4018 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In this course, students will identify and describe the chemical composition and properties of substances. Additionally, they will study the interactions between matter and energy in physical contexts. Throughout the course, students will apply their reasoning skills through investigation and the principles of the scientific method. In the second semester, students will study different forms of energy and their application in science and industry. Additionally, they will study forces on objects and the motions they produce.

Revolutionary Ideas in Science CP (Online – Edmentum)

HSED9170, HSES504 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is a guide to help students understand the history of science from prehistoric to modern times. They will learn about inventions and discoveries in various fields of science, such as physics, chemistry, biology, genetics, computer science, Earth sciences, and astronomy.

High School Electives – World Language

Students may be required to attend a small group instruction class while taking any of the following classes

American Sign Language 1 A/B CP (Online – Edmentum)

HSED6025/HSED6026, HSES494/HSES495 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

American Sign Language (ASL) holds the distinction of being the third most widely used language in North America. American Sign Language 1 offers an engaging introduction to ASL vocabulary and the formation of basic sentences, empowering learners to initiate communication from the outset. Crucially, this course also delves into the rich tapestry of Deaf culture, encompassing social beliefs, traditions, history, values, and the vibrant communities shaped by deafness. Through the Learn to Sign course, students will further develop their proficiency in ASL and deepen their understanding of its grammatical structures. Expanding their repertoire of signs, students will explore captivating topics such as Deaf education and the diverse realm of Deaf arts and culture.

American Sign Language 2 A/B CP (Online – Edmentum)

HSED6027/HSED6028, HSES507/HSES508 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In American Sign Language 2, students will have the opportunity to explore vocabulary essential for shopping, making purchases, and managing emergencies. Building upon the foundational knowledge acquired in the prerequisite course, students will advance their communication skills and deepen their understanding of deaf culture. They will delve into topics such as classifiers, glossing, and mouth morphemes, which will enable them to give descriptions and provide directions effectively. By expanding upon the previous prerequisite course, students will enhance their proficiency in signing by studying sequencing, transitions, role-shifts, and future tenses. Moreover, they will develop the ability to tell stories and ask questions, gaining a greater appreciation for deaf culture. Throughout the course, emphasis will be placed on improving speed, engaging in conversations, refining signing skills, and fostering cultural awareness.

American Sign Language 3 A/B CP (Online – Edmentum)

HSED6029, HSES509, HSED6030, HSES533 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In American Sign Language 3, students will have the opportunity to delve deeper into the intricacies of ASL signing, including advanced grammar features, classifiers, and locatives. They will engage in learning, composing, and presenting vocabulary and narratives, immersing themselves in the vibrant Deaf culture and community. The course will explore various aspects of Deaf culture, including opinions, slang, idioms, and the use of technology and media to gain authentic Deaf perspectives. Students will also examine how travel, cultural differences, and geography influence sign language. Additionally, the course will provide insights into significant events and topics in Deaf culture, such as education, science, and literature, further enriching students' understanding of Deaf culture and enhancing their signing skills.

French 1 A/B CP (Online – Edmentum)

HSED6009/HSED6010 , HSES218/HSES219 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries.

French 2 A/B CP (Online – Edmentum)

HSED6011/HSED6012, HSES220/HSES221 *9th–12th Grade*

Prerequisite: French 1

Credits: 10 *CSU/UC Approved for "E"*

Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity.

German 1 A/B CP (Online – Edmentum)

HSED6021/HSED6022 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In German 1 Sem A, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. They will start with basic sentence structures and grammatical tools, and communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They'll also learn about some regions of the German speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning. In German 1 Sem B, student will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They'll also describe various art forms, plays, concerts, and movies. They'll discuss health and well-being, and travel and tourism. Students will build on what they learned in the German 1 Sem A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They'll also learn about some regions of the German-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in your German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

German 2 A/B CP (Online – Edmentum)

HSED6023/HSED6024 *9th–12th Grade*

Prerequisite: German 1

Credits: 10 *CSU/UC Approved for "E"*

In German 2 Sem A, Student will be reintroduced to German in common situations, beginning with describing classes, school friends, teachers, and school supplies. They'll discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They'll also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, they'll discuss different types of cuisine, dining establishments, and dining etiquette. They'll build on what they learned in the German 1 Sem B course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Students will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning. In German 2 Sem B, Students will be reintroduced to German in common situations, beginning with various professions and career plans for the future. They'll discuss traveling to various regions and the flora and fauna found in each region and describe types of trips, including road trips, camping, and ecotourism. They'll also describe hobbies, activities, and crafts that people enjoy. Finally, they'll discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. They'll build on what they learned in the German 2 Sem A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Student will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 1 A/B CP

HS6016, HS6017 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

This course provides an introduction to the language and cultures of Spain and Latin America. Students will develop basic listening, speaking, reading, and writing skills necessary to communicate about self, family and daily life, as well as basic survival needs. They will also explore cultural aspects of the Spanish-speaking world.

Spanish 1 A/B CP (Online – Edmentum)

HSED6001/HSED6002, HSES212/HSES213 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In Spanish 1, students will be introduced to various common communication situations, including exchanging names and greetings, describing people based on physical and personality traits, and discussing family members and aspects of social life. They will begin by learning basic sentence structures and grammatical tools, enabling them to listen, speak, read, and write in Spanish while internalizing new vocabulary and grammar concepts. Throughout the course, students will also explore different regions of the Spanish-speaking world through the experiences of central characters in each unit. As students progress in their Spanish studies, they will continue to build upon the knowledge and cultural understanding gained, laying a strong foundation for further language learning.

Spanish 2 A/B CP

HS6049, HS6050 *9th–12th Grade*

Prerequisite: Spanish 1

Credits: 10 *CSU/UC Approved for "E"*

Spanish 2 is designed to review and build upon material presented in Spanish I. The activities provided are designed to increase the student's proficiency in the four basic skills: listening, speaking, reading and writing. The program utilizes small group activities and students' involvement. It presents a more complex structure and awareness of the Spanish culture. Success in this class depends heavily on the student's cooperation, participation, curiosity and consistent practice in and out of class.

Spanish 2 A/B CP (Online – Edmentum)

HSED6003/HSED6004, HSES214/HSES215 *9th–12th Grade*

Prerequisite: Spanish 1

Credits: 10 *CSU/UC Approved for "E"*

Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: lesson activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.

Spanish 3 A/B CP (Online – Edmentum)

HSED6005/HSED6006, HSES216/HSES217 *9th–12th Grade*

Prerequisite: Spanish 2

Credits: 10 *CSU/UC Approved for "E"*

Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track.

High School Electives – Physical Education

Students may be required to attend a small group instruction class while taking any of the following classes

Lifetime Fitness & Wellness Pursuits A/B (Bright Thinker)

HSBT5001/HSBT5002, HSBT5001D/HS5002D *9th–12th Grade*

Credits: 5

Lifetime Fitness & Wellness Pursuits offers a comprehensive exploration of physical activities and strategies for maintaining a healthy lifestyle. Students will study biomechanical principles, fitness safety, and hydration practices, alongside practical participation in physical exercises. Students engage in anaerobic and aerobic workouts, learning about cardiovascular health, teamwork, and warm-up/cool-down techniques. Additionally, the course addresses social and emotional well-being. Through fitness projects, students focus on aspects like power, speed, and reaction time. Students will gain skills to develop personal nutrition and fitness plans for daily living.

Physical Education 1/2/3/4

HS5001/HS5012/HS5013/HS5014 *9th–12th Grade*

Credits: 5

Upon completion of this course, students will have participated in a variety of sports. In addition, students will learn about a specific sport and discuss aspects of that sport in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical fitness.

Physical Education 1/2 (2024)

HS5080/HS5081 *9th–12th Grade*

Credits: 5

Physical Fitness is one of the most crucial core concepts to building a healthy life. Most of the time physical fitness is seen as hard and rigorous physical activities such as running, doing push ups, crunches or other widely recognized workout activities, when in reality these are only components of it. By the end of this class, you will be able to recognize that physical activity is everywhere and many daily activities can be considered physical activity. This class is meant to show you how taking small steps towards a healthier lifestyle can benefit yourself in the long run significantly. Physical Fitness 2 will help you strengthen skills learned in Physical Fitness 1 as well as create a solid foundation role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. All units will encourage you to identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

Physical Education (Online – Edmentum)

HSED5001, HSES277 *9th–12th Grade*

Credits: 5

This course includes topics in getting active, improving physical performance, and lifestyle considerations. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

Physical Education 2/3/4 (Online – Edmentum)

HSED5002/HSED5003/HSED5004 *9th–12th Grade*

Credits: 5

Upon completion of this course, students will have participated in a variety of sports. In addition, students will learn about a specific sport and discuss aspects of that sport in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical fitness.

High School Electives – Health

Students may be required to attend a small group instruction class while taking any of the following classes

Food and Nutrition

HS8033 *9th–12th Grade*

Credits: 5

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also stud. types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare and cook meats, fish, poultry, and desserts.

Health A/B

HS7045/HS7046 *9th–12th Grade*

Credits: 10

Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. HS Health has been updated to include required instruction on HIV/AIDS prevention education and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and its effects, methods of transmission, strategies to reduce the risk of infection, and social and public health issues related to HIV/AIDS. In addition, students will study the effectiveness and safety of all FDA-approved contraceptive methods in preventing unplanned pregnancy. High school students will be provided the knowledge and skills to form healthy relationships free from violence, coercion, and intimidation with a comprehensive study of affirmative consent/"Yes Means Yes". Lastly, students will be instructed on hands-only CPR training and the Automated External Defibrillator (AED), and demonstrate hands-only CPR with an on-site CPR manikin. Health B, has a focus on the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will explore the elements of physical fitness and the importance of suitable exercise programs. An area of emphasis in Health B will highlight the use and abuse of prescription and illegal drugs. Students shall explore the body's effect of alcohol use and abuse and issues regarding social pressures to consume alcohol. Also studied is the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system.

Health A/B CP (Online – Edmentum)

HSED7005, HSES242/HSES243 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This course aims to provide students with a comprehensive understanding of their role in maintaining lifelong health. The course encompasses various topics, including nutritional facts and guidelines, the influence of lifestyle on overall well-being, and the advantages of engaging in physical activity. Students will explore life-saving techniques and emergency procedures, as well as strategies for disease prevention and injury avoidance. Moreover, the course will examine the detrimental effects of substance abuse and emphasize the significance of maintaining optimal mental and emotional health. By the end of the course, students will be equipped with the knowledge and tools necessary to make informed decisions about their health and well-being.

Health A/B (Bright Thinker)
HSBT7001, HSBT7001D *9th–12th Grade*
Credits: 5
High School Health I empowers late adolescents with the skills and knowledge necessary for making healthy decisions. The course explores topics such as nutrition, fitness, disease prevention, healthy risk-taking, health services, drug-use prevention, STDs, and abstinence. Students will focus on strategies to balance their physical, emotional, and social well-being, and building healthy relationships with family and peers. Students will also learn about the risks associated with drug use and sexual activity and develop skills for making healthy choices. Throughout this half-credit course, students will become empowered to take control of their own health and well-being.

Nutrition and Wellness CP (Online – Edmentum)
HSED9024, HSES427 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester course is intended as a practical, hands-on guide. This course will cover basic knowledge about nutrition and wellness such as basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness.

High School Electives – Visual and Performing Arts

Students may be required to attend a small group instruction class while taking any of the following classes

ACE American Music Journey I/II/III/IV
ACE6004/ACE6005/ACE6006/ACE6007 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This course provides students with a historical, conceptual and technical foundation in Music, including how to connect with, respond to, create and present various genres and styles of music. This course introduces and develops beginning skills in music structure, theory, song-writing, use of instruments and music production. This course explores music as a form of communication, creative expression, culture, community engagement, career, and a means for personal well-being. This course consists of four separate 5-day immersive explorations of the significant genres of American music in the cities in which they were born and developed. This course takes students across America to discover the historical, social and musical roots of Jazz, Blues, Country, Rock, Hip Hop, Rap & more. This course lays a foundation for future music study, production and enjoyment, as well as supports students' social-emotional development, social engagement and post-secondary skills.

ACE Music & Audio Recording
ACE6003 *9th–12th Grade*
Credits: 1
In this course, students will learn the basic skills and processes of music & audio recording & mixing. Students will learn how to set up and operate industry-level recording equipment and learn how to record both live music and audio for podcasts. Students will learn how to mix their own live recordings for optimal sound quality.

ACE Performing Arts Experience
ACE6008 *9th–12th Grade*
Credits: 1
Students will learn about creative outlets and careers in the performing arts through immersive hands-on lessons and workshops. Students will work with industry professionals, gain industry skills and insights, and develop their own creative voice through a range of performing arts.

ACE Visual Arts A/B
ACE6001/ACE6002 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
Through this course, students will gain a technical and conceptual foundation in Visual Arts, including how to connect with, respond to, create and present various forms of Visual Arts. The course introduces and develops beginning skills in drawing, painting, collage, mixed media and design, as well as fosters students' curiosity, creativity, critical thinking, communication & collaboration. This course lays a foundation for future arts study, production and enjoyment, as well as supports students' social-emotional development, social engagement and post-secondary skills.

Art History A/B CP
HS6009/HS6010 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This sequential course will introduce students to the building blocks of visual art: aesthetic elements and principles. The course also surveys prehistoric art, the arts of the Mediterranean cultures, Asia, and Africa. Students will learn that the evolution of our common visual vocabulary is not an irrelevant artifact of the past, but rather an evolving language that we use every day. Students will understand how artists of varied cultures throughout human history have employed visual elements and principles to create unique and effective works of art. Art History B will introduce students to Early Christian, Byzantine, and Islamic Art and the evolution of the arts in Europe from Medieval Art through Modern Art. Students will learn how the history of the visual arts evolved in concert with political, social, and religious human events. Students who complete this course will have the ability to interpret both historical and contemporary visual artworks. Lessons will include textbook readings, analytical writing, art production exercises, and research tasks.

Art History and Appreciation (Online – Edmentum)
HSED6018/HSES463 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
Art has played a significant role in civilizations throughout history, serving as a reflection of their values and beliefs. By studying art, one can gain insights into the cultures and societies that produced it. This course explores various art forms, techniques, and processes, while also examining the cultural functions of prehistoric, Egyptian, Greek, Roman, early Christian, Islamic, Indian, Chinese, Japanese, African, American Indian, and Latin American art. It delves into the influence of the Reformation period on art, the principles of Baroque art and architecture, and the impact of visual technologies on art after the Renaissance. The course also explores the connections between art and science, art and politics, and the principles of modern art in relation to modern culture. Additionally, it covers developments in modern architecture and pre-digital visual culture from the 1950s to the end of the 20th century. By the end of the course, students will have a comprehensive understanding of art's historical and cultural significance.

Art History and Appreciation (Online – Edmentum)
HSES542/HSES543 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This course provides an in-depth exploration of art history, visual culture, and design principles from prehistoric times to the late 20th century. Students will examine various artistic forms, tools, techniques, and processes while analyzing the cultural and historical significance of major artistic movements. Through critical study, students will trace the evolution of art across different civilizations, including Egyptian, Greek, Roman, early Christian, Islamic, Renaissance, and modern artistic traditions. They will explore the relationship between art and culture, religion, science, and politics, as well as the impact of technological advancements on artistic expression. By the end of the course, students will have a comprehensive understanding of artistic developments across diverse cultures, the role of visual arts in society, and the foundations of modern and contemporary art.

Art History A/B (Bright Thinker)
HSBT6003/HSBT6004, HSBT6003D/HSBT6004D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This Art History course will help students develop an appreciation for the diversity of art. Through this journey of recognition, students will begin with prehistoric and ancient art and progress through classical Greek and Roman art, medieval art, and the Renaissance period. Students explore the use of light and shadow in Baroque art and the whimsical style of Rococo art. Contrasting the Neoclassical return to idealized subjects with the imaginative Romantic era, students delve into Impressionist and Post-Impressionist movements, featuring artists like Monet and Van Gogh. The course will conclude with the study of modern art movements such as expressionism, minimalism, and conceptual art, examining artists like Rodin, Picasso, Mondrian, and O'Keeffe.

Arts and Crafts A/B
HSAC01/HSAC02 *9th–12th Grade*
Credits: 10
Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Audio/Video Production I A/B (Bright Thinker)

HSBT6005D/HSBT6006D *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.

Basic Drawing

HS6011 *9th–12th Grade*
Credits: 5
This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is placed on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Careers in Visual Arts A/B CP

HS6511/HS6512 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
In this course, Students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two- and three-dimensional works of art using a variety of media. At the end of the yearlong course, students will be fluent in art and industry-specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, prepared to apply the skills they have practiced throughout the year to multiple artistic careers, educated on how to share their art with larger artistic and professional communities, and informed of the multitude of career pathways within the Visual Arts Industry.

Cartooning

HS6012 *9th–12th Grade*
Credits: 5
This course consists of a sequence of drawing exercises to give students the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. By the end of the course, each student will have a notebook filled with original drawings of cartoon characters and the magical worlds they live in, as well as hundreds of ideas for developing more. Note: This course is particularly designed for students who really enjoy drawing.

Digital and interactive Media A/B CP

HSED9058/HSED9059, HSES496/HSES497 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Semester one is intended as a practical, hands-on guide to help you understand the concepts of digital and interactive media. This course will cover careers, training, and emerging technologies in digital media. This course familiarizes you with the concepts involved in digital media, such as graphic design, digital photography, principles of design, and digital printing. This course also covers copyright laws and fair use involved in digital media. Semester two is intended to help you understand the concepts related to digital communication systems, audio and video production, multimedia, animation, and digital publishing. This course will cover digital communication systems, audio and video technologies, covering digital media design, multimedia, and animation. In addition, this course teaches you how to create a web page, publish digital products, and create a digital portfolio.

Film Analysis A/B CP

HS6037/HS6038 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
Film Analysis will offer students the opportunity to become familiar with film history and the diversity of cinema through viewing and analyzing a selection of films from the most important genres. Genre is another word for category and is the term used in film studies to describe the different types of films. Students will explore twenty-one genres spread across ten units. Each film genre focuses on a category of filmmaking spanning different filmmakers, time periods, styles and even subgenres. Some genres are quite general—like drama—and include a vast array of films and other subgenres; while some genres are quite specific—like fantasy—and include a smaller selection of films. Students will come out of this course with a solid understanding of film history and new insight about the major genres of film.

Film Analysis A/B CP (2024)
HS6103/6104 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
The Film Analysis course will offer students the opportunity to become familiar with the film industry of both past and present. Students will analyze a diversity of cinematic films through a unique lens - movies that have had impacts in various ways. Through very specific categorical designations, students will watch various types of films while analyzing the social, business, and ethical impact of these films and the film industry. In each designated category, students will engage in scholarly and analytical reading, reflect on said reading, and write critically about how each of their viewed films fit these social, business, and ethical norms. Additionally, students will learn both broad and specific film and film business vocabulary and will be expected to use this language in all of their writings and projects. Students will watch a total of 20 films in 10 designated categories. Students will be assessed on their completed "film maps" and the performance tasks they must complete for each category. Rubrics will be used to ensure that students relate their written, audio, and other creative content back to the theme exploration and newly learned vocabulary.

Graphic Design & Illustration A/B CP (Online – Edmentum)
HSED6007/HSED6008, HSES388/HSES389 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This course serves as a practical and interactive guide for individuals interested in graphic design. It provides comprehensive coverage of key concepts, including graphic design principles, image creation, and image manipulation techniques. The course explores potential career paths within the graphic design field, as well as the necessary training and skills required for success. Students will learn how to effectively utilize color and typography in image creation, along with methods for manipulating images. Additionally, the course emphasizes the importance of design elements and principles in creating visually appealing images. Ethical considerations and copyright laws related to the use of graphic design are also addressed to ensure responsible and professional practices.

Intermediate Drawing
HS60ID *9th–12th Grade*
Credits: 5
Intermediate Drawing focuses on the elements of drawing and using the various mediums of drawing. Students learn about the basic principles of drawing including perspective, tonal ranges, shape, proportion and composition. Students will learn such techniques as how to draw the figure, sketching landscapes in the outdoors, creating medium tone drawings, and capturing a still life. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Intro to Plays and Theater CP
HS6031 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*
Introduction to Plays and Theater is the study of drama, a story that is written to be performed in front of an audience. In this course the student will be learning the techniques involved in writing drama. These include setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

Introduction to Visual Arts CP (Online – Edmentum)
HSED6016, HSES378 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*
This course is intended for students to familiarize themselves with different types of visual arts. This course has 16 lessons and 5 Course Activities. Each lesson contains one or more Lesson Activities. In Introduction to Visual Arts, students will trace the history of art and describe various art forms. they will identify the elements of art and examine the principles of design. Students will analyze the parameters in evaluating and critiquing art. They will examine copyright laws and discuss the ethical use of art.

Music Appreciation CP (Online – Edmentum)
HSED6015, HSES262 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*
The music appreciation course is a one-semester elective that provides a practical and interactive introduction to music. Students will learn about the fundamental elements and patterns of music, as well as different aspects of musical notation. The course covers the history and evolution of music from the Middle Ages to the modern era, emphasizing its impact on society and culture. Students will also study compositional techniques and expressive devices to enhance their ability to evaluate concerts. By exploring music in depth, students will develop a deeper appreciation for its artistic and cultural significance.

Music Appreciation A/B (Bright Thinker)

HSBT6001/HSBT6002, HSBT6001D/HSBT6002D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

This course is tailored to help non-musicians to understand music concepts, including reading musical scores, understanding melody and harmony, rhythm, music history (styles by period), music theory, genres, instruments, orchestration, and arrangement. Students will also learn to create musical scores using popular music arrangement software. Futhermore, the course covers the science of musical sound, performer health and wellness, classical symphony concerts, opera performances, and etiquette. Non-musicians will gain insight into the diverse world of music, increasing their overall knowledge and perspective.

Professional Photography A/B CP (Online – Edmentum)

HSED6013/HSED6014, HSES3263/HSES264 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "F"*

Digital Photography has revolutionized the way we capture and share moments, fundamentally transforming the photography industry. This course offers the flexibility to be taken individually or as a group, allowing customization to meet specific needs. With 15 comprehensive lessons and interactive online discussions, students develop critical thinking skills while exploring digital photography as a creative pursuit or potential career.

Theater, Cinema, and Film Production CP (Online – Edmentum)

HSED6017, HSES461 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "F"*

The single-semester course, Theater, Cinema, and Film Production, provides an overview of the processes involved in theater, cinema, and film production. Students are introduced to various genres and subgenres of theater and film. The course explores the creative aspects of production, including screenplay writing, directing, set design, acting, makeup, and costume design. Students also learn about technical elements such as lighting, sound, and camerawork. The course covers the stages of pre-production, production, and post-production for both plays and films. Additionally, students gain insights into the role of audiences and their influence on these productions.

Visual Arts A/B CP

HS6014/HS6015 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

In Visual Arts A/B, students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two- and three-dimensional works of art using a variety of media. Each student will compile examples of their work to display in a portfolio that highlights their current technical level and demonstrates their growth. Students will understand the role of visual arts throughout history and across the world. They will understand the power of art to communicate ideas and influence opinions. Students will be able to analyze their own work and that of other artists and critique works using content specific vocabulary. They will be able to verbally articulate their technical and creative process to their peers while recognizing strengths and areas for potential growth within their own work. At the end of the yearlong course, students will be fluent in art-specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, and prepared to apply the skills they have practiced throughout the year to multiple artistic careers.

High School Electives – Life Skills

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Success (Online – Edmentum)

HSED9121, HSES355 *9th–12th Grade*

Credits: 3

This elective course is intended as a practical, hands-on guide to help students improve study habits and enhance their prospects for academic success, now and in the future. The orientation section of this course prepares students to be successful in an online environment.

Basic Study Skills

HS1034 *9th–12th Grade*

Credits: 5

Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

Career and College Skills

HS8512 *9th–12th Grade*

Credits: 5

This class will create economically independent students, able to recognize a career and/or college path for their lives and make this plan a reality. Students will explore themes that relate to who they are, what they want, and how to get what they want. Students will learn to envision a future where they are responsible, contributing adults of society. They will be given opportunities to plan a lifestyle budget, explore various types of careers, research colleges and ways to support themselves. Finally, they will have the ability to plan and enact a 10-year growth plan that is designed to get the student from high school graduation into a rewarding career.

Career Explorations (Online – Edmentum)

HSED9127, HSES506 *9th–12th Grade*

Credits: 5

This one-semester course is intended as a practical, hands-on guide to career exploration and planning. This course has 16 lessons organized into five units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. The course ends with a Course Activity in which you will create two essential components of a career portfolio: a résumé and a cover letter for applying for an 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.

Character Education

HS8042 *9th–12th Grade*

Credits: 5

Character Education is a 5-unit small group instruction class that introduces students to the character traits most important to success in our unique school model. Traits of grit, responsibility, optimism, and gratitude are explored, as well as personal reflection on mindsets and experiences that will guarantee students more success in the future. Upon completion of this course, students will be able to: 1) identify examples of people displaying/not displaying the key character traits 2) strengthen a work ethic that is influenced by the ability to ask questions when needed by a teacher with whom they have a positive relationship 3) learn to take personal responsibility for content mastery by finishing assignments to the best of their ability in a timely manner 4) engage in a process where they apply 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.

College & Career Transitions A/B (Bright Thinker)

HSBT9018/HSBT9019 *9th–12th Grade*

Credits: 10

This course equips students for learning success in high school and college by examining research-based learning strategies. Topics include goal setting, time management, stress management, note-taking, active reading, test-taking, and research skills. Students will also explore financial scholarships and grants, complete applications, and investigate technical schools, colleges, and universities.The College and Career Transitions course arms students in grades 9-12 with essential skills for post-secondary education and career readiness.

Driver Education

HS80DE *9th–12th Grade*

Credits: 5

This course is designed to give students a broad understanding of the laws and practices they will need to drive a vehicle safely. By the end of the course, students will be familiar with how weather conditions, other drivers, and different traffic situations can be navigated safely and efficiently. In addition to general rules that govern all drivers in the United States, students will also learn rules specific to laws of the State of California. Upon completion of the entire course, students should be prepared to take their Class C California Driver's Test.

Dual Enrollment Support A CP

HS90135 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Dual Enrollment Support A is a course designed to guide and enhance students experience as first-time college students. In this course, students will learn many proven strategies for creating both academic and personal growth through readings, lectures, discussions, activities, and reflective journal writing. In addition, students will learn to express themselves professionally by practicing effective communication, college-level writing, and public speaking / presentation. Most importantly, students will establish themselves as independent college students with the skills, habits and mindsets for a balanced and successful college experience. Throughout the course, students will read proficiently to gather, analyze and evaluate information, apply independent study skills to develop competency with the habits of mind needed for college success, model thinking and behavior expected of college students, apply reasoning to make responsible choices, and make, justify, and critique the arguments of themselves and others. Upon completion of the course, students will have mastery in all of the topics and skills listed above and will have real life further developed skills in reasoning, argument, multimedia communication, and social-emotional domains.

Electronic Communication Skills (Online – Edmentum)

HSED9094 *9th–12th Grade*

Credits: 5

Electronic Communication Skills is a one-semester course that is intended as a practical, hands-on guide to help students learn electronic communication skills required to achieve success in various careers. This course has 16 lessons organized into 5 units, 4 Unit Activities, and 4 discussions. Each lesson contains one or more Lesson Activities. Students will grade their work in the lesson activities by comparing them with sample responses. They will submit the unit activities to their teacher for grading.

Independent Living

HS80IL *9th–12th Grade*

Credits: 5

The Independent Living course explores the challenges individuals may encounter when living independently. Students will explore topics such as housing decisions, self-sufficiency in terms of food, and cultivating a fulfilling lifestyle. The course emphasizes the importance of personal responsibility, decision-making skills, and understanding financial and career choices. Students will also gain essential knowledge in areas such as childcare, money management, civic responsibility, basic sewing techniques, and culinary skills. This course equips students with the necessary tools and knowledge to navigate the demands of independent living successfully.

Literacy Advancement A/B (Online – Achieve 3000)

HSES274/HSES275 *9th–12th Grade*

Credits: 10

Literacy Advancement is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the student's essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

Literacy Empowerment A/B (Online – Achieve 3000)

HSES297/HSES298 *9th–12th Grade*

Credits: 10

Literacy Empowerment is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

My Language Arts Path A/B/C/D/E/F

HS90181/HS90182/HS90183/HS90184/HS90185/HS90186 *9th–12th Grade*

Credits: 5-30

My Language Arts Path is a digital course that is a part of the Edementum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's language arts, testing, and technology skills.

My Learning Path I

HS90122 *9th–12th Grade*

Credits:3

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 test-taking and technology skills, as well as digital media creation and distribution skills.

My Math Path A/B/C/D/E/F

HS90169/HS90170/HS90171/HS90172/HS90173/HS90174 *9th–12th Grade*

Credits: 5-30

My Math Path is a digital course that is a part of the Edementum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

My Reading Path A/B/C/D/E/F

HS90175/HS90176/HS90177/HS90178/HS90179/HS90180 *9th–12th Grade*

Credits: 5-30

My Reading Path is a digital course that is a part of the Edementum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's reading, testing, and technology skills.

New Student Seminar

HS9053 *9th–12th Grade*

Credits: 2

The course will help new students transition from their previous school to the new learning environment. The course will prepare students for the blended learning model and meet the social and academics challenges they may encounter over the ensuing years. Giving students time and support to adjust to our school's culture and expectations will create a more cohesive, prepared and academically motivated student. Students will build rapport with teachers and staff with the purpose of making the student feel comfortable in asking questions and seeking support.

Parenting and Child Development A/B

HS8040/HS8041 *9th–12th Grade*

Credits: 10

Parenting and Child Development is an introduction to the stages of child development and how to aid the developing child. The course begins with an introduction to child psychology, observing child development, parenting, and teen parenthood. Students will then go through a detailed step-by-step of the stages of childhood and adolescence. The course will end with children's health and safety, challenges in a family, childcare, early education, and careers that involve children.

Senior Portfolio
HS9098 *9th–12th Grade*
Credits: 5
The Senior Portfolio course is designed to assist the student research and transition to various post-secondary opportunities. Students will explore various career and college options and the requirements that each of those options require. Upon completion of this course, students will have developed their own Google Site portfolio which will have the final draft of their Cover Letter, Résumé, Community Service documents, and their potential Graduation Speech.

Student Assistant A/B
HS9021/HS9022 *9th–12th Grade*
Prerequisite: Teacher approval
Credits: 10
Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Council A/B
HS9025/HS9026 *9th–12th Grade*
Credits: 5
This is an elective course whereby students are given the opportunity to interact with each other and school-wide activities. Students become active in advertising for upcoming school events, decorating centers for important events, and planning school-wide events like Prom, back to school night, and graduation. Students will also participate in community service events like canned food drives, highway clean up, and toy drives.

Study Skills
HSED9125, HSES493 *9th–12th Grade*
Credits: 10
In this course, students will learn to create a better academic atmosphere in order to prepare for better testing and project results. This course will focus on getting students organized in their academic life through time management and social emotional skills. Students will then learn what to look for and how to prepare for reading passages. Additionally, they will be taught how to read to remember and how to dissect both fiction and nonfiction readings in order to better find and organize information. Finally, students will learn key concepts in how to prepare and perform better on both research projects and large exams.

Tech in Testing
HS90112 *9th–12th Grade*
Credits: 5
Students taking the Tech in Testing class will be prepared with skills and strategies for test-taking. They will be exposed to Universal Tools, online features, Equation Editors, virtual manipulatives, and technology enhanced items. During content-specific units, students will become familiar with the format of questions in regards to the power standards for English and Math.

Technology Literacy A/B
HS90133/HS90134 *9th–12th Grade*
Credits: 10
Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship. Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, students will be prepared to successfully complete Google's G Suite industry certification examination.

Work Experience 1A/1B/2A/2B
HSWE1A/HSWE1B/HSWE2A/HSWE2B *9th–12th Grade*
Credits: 5-20
In Work Experience, students will learn about the fundamentals of gaining employment. Students will create resumes, receive interviewing tips, and discuss how to develop and maintain healthy working relationships. Students will practice filling out W-4 forms, learn about taxes and employee benefits. Also students will identify and strategize a career development path. Students will familiarize themselves with the job market utilizing technology as a tool for research.

High School Electives – General

Students may be required to attend a small group instruction class while taking any of the following classes

Career Preparation I A/B (Bright Thinker)

HSBT9001/HSBT9002, HSBT9001D/HSBT9002D — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "G"*

Students are given tools for future career success by focusing on career clusters and associated paths. Students learn essential skills such as job market surveying, paperwork completion, and workplace effectiveness. Throughout the course, students develop an electronic portfolio containing letters of interest, resumes, cover letters, interview preparation materials, a career plan, and additional reports. This course is designed for working students to integrate real-life experiences into course projects.

E-Sports I/II

HS90159/HS90167 — *9th–12th Grade*

Credits: 10

The E-Sport program is designed to increase problem-solving skills, strategy building, and teamwork. E-Sports participation is primarily through gaming devices but there will also be a focus on growing skills through practice and teamwork. This program will have a coach that facilitates this growth. Students will practice twice a week and compete as a team against other regions in a variety of game titles. They will also compete against other high schools as a recognized varsity team sport.

GED ® Language Arts (Bright Thinker)

HSBT9052D — *9th–12th Grade*

Credits: 5 — "

Knowledge's GED® courses cover the four main areas of the exam: Language Arts/Writing, Mathematics, Social Studies, and Science. Each course has a practice test to identify the learner's areas for improvement, while the platform allows instructors to assign individual skills accordingly. The courses are tailored to individual learner needs, aiming for efficient preparation and successful GED® scores in the least amount of time.

GED ® Mathematical Reasoning (Bright Thinker)

HSBT9053D — *9th–12th Grade*

Credits: 5 — "

Knowledge's GED® courses cover the four main areas of the exam: Language Arts/Writing, Mathematics, Social Studies, and Science. Each course has a practice test to identify the learner's areas for improvement, while the platform allows instructors to assign individual skills accordingly. The courses are tailored to individual learner needs, aiming for efficient preparation and successful GED® scores in the least amount of time.

GED ® Science (Bright Thinker)

HSBT9054D — *9th–12th Grade*

Credits: 5 — "

Knowledge's GED® courses cover the four main areas of the exam: Language Arts/Writing, Mathematics, Social Studies, and Science. Each course has a practice test to identify the learner's areas for improvement, while the platform allows instructors to assign individual skills accordingly. The courses are tailored to individual learner needs, aiming for efficient preparation and successful GED® scores in the least amount of time.

GED ® Social Science (Bright Thinker)

HSBT9055D — *9th–12th Grade*

Credits: 5 — "

Knowledge's GED® courses cover the four main areas of the exam: Language Arts/Writing, Mathematics, Social Studies, and Science. Each course has a practice test to identify the learner's areas for improvement, while the platform allows instructors to assign individual skills accordingly. The courses are tailored to individual learner needs, aiming for efficient preparation and successful GED® scores in the least amount of time.

GED Prep: Mathematics (Online – Edmentum)
HSED9019 *9th–12th Grade*
Credits: 5
The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED Prep: Reading Language Arts (Online – Edmentum)
HSED9018 *9th–12th Grade*
Credits: 5
The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED Prep: Science (Online – Edmentum)
HSED9020 *9th–12th Grade*
Credits: 5
The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED Prep: Social Studies (Online – Edmentum)
HSED9021 *9th–12th Grade*
Credits: 5
The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

Independent Project 1A/1B/2A/2B
HS9090/HS9091/HS9095/HS9096 *9th–12th Grade*
Credits: 5-20
This course allows teachers to create a unique curriculum aligned with standards and addressing multiple disciplines. Teachers collaborate with their principal to develop a course proposal, ensuring it meets educational goals. The course emphasizes integrating various subjects and encourages cross-curricular learning. Teachers have the flexibility to incorporate academic domains based on their expertise and objectives.

Logic I (Bright Thinker)
HSBT9064, HSBT9064D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
Logic I enhances students' critical thinking abilities through informal logic. Students will be challenged to The course prompts students to examine whether humans lean more towards rational or emotional reasoning. Central to the curriculum is the identification and analysis of logical fallacies, such as appeal to fear, irrelevant thesis, straw man, false analogy, red herring, and misuse of statistics. Through practical exercises, students develop the skills to recognize and refute fallacies when evaluating arguments. They also engage in crafting their own dialogues, drawing upon principles of argumentative dialogue. A study of Aesop's Fables and "The Cave" by Plato enriches the course content. The culmination involves a thorough review of fallacies and an introduction to formal logic.

Logic II (Bright Thinker)
HSBT9065, HSBT9065D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
Logic II introduces students to Aristotelian formal logic, utilizing classical tools like the Porphyrian tree and Euler's circles to translate arguments into categorical forms. Students will analyze argument validity using the square of opposition, terminological rules, Venn diagrams, and the Barbara, Celarent, Darii, Ferio mnemonic. The course concludes with analyzing presuppositional disputes and a survey of hypothetical syllogisms.

Peer Tutoring A
HS5502 *9th–12th Grade*
Credits: 5
Peer Tutoring is a small group instruction (SGI) course. Students learn the foundations of learning styles as well as teaching, tutoring, and study strategies in Units 1 and 2 before beginning to tutor peers in Units 3-5. The goal of the course is for students to become strong tutors to their peers and to gain mastery of teaching and study skills techniques in order to assist others. Through this course, students will gain lifelong skills in leadership, communication, discipline, mentoring, time management, patience, and responsibility. Peer Tutors will also gain academic skills as they teach others.

Personal Finance (Bright Thinker)

HSBT9008, HSBT9008D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Personal Finance course equips students with strategies to help effectively manage their finances. Starting with self-analysis to know their money personality, students explore good consumer habits such as comparing renting versus buying. Students will learn wealth-building strategies such as establishing an emergency fund, assessing investment risks, and using credit wisely. Students will get a look into consumer rights and learn measures to protect personal information. Also, students survey various insurance types and their roles in mitigating financial risks. The course concludes with a unit dedicated to evaluating higher education options, costs, and funding.

SAT Math (Online – Edmentum)

HSED9202 *9th–12th Grade*

Credits: 5

The SAT Math course was developed by aligning the strands and topics that are assessed on the SAT. Each unit within the course aligns with one or more topics covered in the SAT. The focus of this course centers around the study of algebraic problem-solving skills and the comprehension of concepts related to geometry, probability, and statistics. Learners will encounter a diverse range of lessons and activities aimed at enhancing their knowledge and skills in these specific areas.

SAT Reading (Online – Edmentum)

HSED9203 *9th–12th Grade*

Credits: 5

The SAT Reading course was developed by aligning the strands and topics assessed on the SAT. Each unit within the course aligns with one or more topics covered in the SAT. The course primarily focuses on the study of various reading strategies and vocabulary skills for fictional, informational, and persuasive texts. Within this course, learners will discover a diverse range of lessons and activities aimed at improving their understanding and proficiency in these strategies.

SAT Test Prep (Online – Edmentum)

HSES492 *9th–12th Grade*

Credits: 5

This SAT Prep course is meant to review the different parts of the SAT test: Reading, Writing & Language, and Math. Students will learn about the parts of the test and general test taking strategies. They will also be shown various resources that will help in studying for the SAT. There are practice tests for students to take and see how they would do on the SAT. By the end of the course students should be more prepared for the SAT test and have a study guide created.

Speech Communication (Bright Thinker)

HSBT9014, HSBT9014D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Speech Communication helps students to improve interpersonal and public communication skills. Students will learn the communication process, oral and nonverbal communication, and listening skills and develop self-awareness and confidence as public speakers. By the end of the course, students will apply their skills by researching, preparing, and delivering a speech.

High School Electives – CTE and Career Titles

Students may be required to attend a small group instruction class while taking any of the following classes

Accounting I A/B (Bright Thinker)

HSBT9020D/HSBT9021D *9th–12th Grade*

Credits: 10

The Accounting I Jump Course for high school students offers a solid introduction to accounting. Students will understand financial reporting principles and key financial statements like the balance sheet and income statement. They'll also learn practical skills such as creating financial documents and managing accounts payable and receivable. The course covers various inventory valuation methods and teaches payroll and tax calculations. Finally, students will complete the Accountant Simulation Project, where they independently go through the accounting cycle and present their work with suggestions for improvement.

Accounting II A/B (Bright Thinker)

HSBT9022D/HSBT9023D *9th–12th Grade*

Credits: 10

Accounting II builds upon the foundational knowledge from Accounting I. The course begins by examining the legal and regulatory frameworks that govern accounting practices in business, such as the Securities and Exchange Commission (SEC) and the Generally Accepted Accounting Principles (GAAP). Students will learn to apply these regulations in corporate settings, including tasks like analyzing and producing consolidated financial statements and engaging in tax accounting. They'll also delve into financial analysis, calculating ratios related to liquidity, profitability, return on assets, and efficiency, among other accounting functions. The course then shifts to managerial accounting concepts, covering topics like costs, cost drivers, decision making based on cost accounting, and methods for allocating costs. Additionally, students will explore principles related to managing financial resources for business stability, such as depreciation, payback periods, budgeting, managing corporate stock, and understanding cash flows.

Advertising (Bright Thinker)

HSBT9024D *9th–12th Grade*

Credits: 5

The Advertising course educates students on the fundamental principles and techniques of advertising within the broader context of marketing communication. It commences by exploring the diverse career prospects within the advertising industry, prompting students to reflect on environmental, ethical, and other professional obligations. Through the examination of the marketing research process and the elements of advertising via the PESO model, students gain insights into target market identification and sales presentation skills utilizing demographics, segmentation, and the four primary sales channels. In the concluding module, students leverage their understanding of the product life cycle to undertake a culminating project, simulating a promotional campaign for a novel product.

Applied Medical Terminology A/B CP (Online – Edmentum)

HSED9081/HSED9082, HSES484/HSES485 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Built on the same sound pedagogy and proven course design methodologies as all of the Edmentum courses, Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. Students will learn about the history of medical terminology and identify the basic components of medical terms. They will learn about various medical abbreviations, acronyms, and symbols used in health care. Additionally, they will discuss the structure, planes, and cavities of the human body and their respective positions. Students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system and they will explore health science specializations related to each body system. Finally. students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system. Additionally, they will explore health science specializations related to each body system.

Artificial Intelligence CP (Online – Edmentum)

HSED9166, HSES487 *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/HSED9143 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course will cover various topics in audio video production, such as directing techniques, editing and mastering techniques, file management and delivery formats, advanced camera and lighting techniques, and techniques for providing special effects.

Audio Video Production 2 A/B CP (Online – Edmentum)

HSED9144/HSED9145 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course will cover the various audio video production activities, discuss the various media formats and distribution, and discuss the different critiquing techniques and media ethics.

Audio Video Production 3 A/B CP (Online – Edmentum)

HSED9146/HSED9147 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course will cover the various methods of mastering production techniques and advanced media-delivery methods. It explores different special effects and animation techniques. It also covers career options, portfolios, technology effects, critiquing, and copyright and labor issues.

Biotechnology A/B CP (Online – Edmentum)

HSED9207/HSED9208 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Biotechnology, Semester A, is the first part of a two-semester course introducing biotechnology's history, impact, and essential skills. It covers cell and molecular biology fundamentals, key breakthroughs like PCR and recombinant DNA technology, and laboratory safety and techniques. Semester B explores genetics, genetic engineering, and biotechnology applications across sectors. Students examine regulations, ethical considerations, career opportunities, workplace skills, and entrepreneurship. The course concludes with biotechnology product development, bioinformatics, and emerging trends.

Business Communications A/B CP (Online – Edmentum)

HSED9139/HSED9140 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Business Communications, Semester A, is a single-semester course designed to strengthen student's ability to read and write in the workplace. The course first introduces the business writing process. Then, they will learn about writing emails and instant messages, as well as examine the role that digital media plays in business. The last units cover how to format and write specific types of business messages. In the second semester, students will learn about different kinds of workplace documents they may need to read or write on the job. Then the course introduces them to the design and visual components of workplace documents, along with strategies for giving business presentations. The next portion focuses on the role that professional and interpersonal skills play in the workplace. Lastly, they will learn strategies that will help them find and apply for jobs.

Business Information Management A/B CP (Online – Edmentum)

HSED9148/HSED9149 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is intended as a practical, hands-on guide to help students understand the basic computer skills required during their college education and when pursuing a career. This course will cover the needs for technology in business organizations and how businesses use hardware, software, Internet, and emerging technologies. This course also covers productivity applications such as word processing software and spreadsheet software. The second semester will covers the use of presentation software for preparing, enhancing, and delivering business slideshows. It also covers how databases are used to store data and improve the decision-making capabilities of business organizations. Additionally, the course covers the principles of website design and project management in business organizations.

Business Management A/B (Bright Thinker)

HSBT9004/HSBT9005, HSBT9004D/HSBT9005D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Business Management is a fundamental component within the Career and Technical Education clusters of Business, Marketing, and Finance. Students will explore changing perspectives on management, focusing on leadership. They will then engage in ethical case studies, assessing different organizational structures. Units 4 through 6 will involve dissecting the decision-making process in management contexts, including aspects like quality control and enhancing communication. From unit 7 onward, students will delve into topics such as employee compensation and legal considerations related to recruitment and termination. The course culminates in providing students with practical tools for developing personal habits and fostering team cohesion.

Certified Nurse Aide A/B CP (Online – Edmentum)

HSED9079/HSED9080, CTESKY9079/CTESKY9080 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The course is designed to enable students to learn the key skills and information that they need to work as certified nurse aides. The course is based on the NNAAP Exam syllabus and is designed to prepare students to take the exam and become certified nurse aides. While going through this course students will explore concepts related to effective communication for nurse aides, how to work on multidisciplinary teams, cultural competency, an. key points that nurse aides should report to their nurse supervisors. Students will also be doing in-depth studies of the history of medical terminology and the basic components of medical terms, medical abbreviations, acronyms, and symbols with their full forms. Students will study body structures, including the musculoskeletal, integumentary, endocrine, nervous, sensory, lymphatic, and immune systems. They will list diseases and disorders associated with these body systems and also identify specializations, medical equipment, diagnostic and treatment procedures, and medications related to each of these systems. Finally, they will focus on the five body systems, which include the respiratory, cardiovascular, reproductive, digestive, and excretory systems. Students will recall the structures and functions of each body system, list diseases and disorders associated with each, and identify specializations, medical equipment, diagnostic and treatment procedures, and medications related to these systems.

Child Development & Parenting A/B CP (Online – Edmentum)

HSED9005/HSED9006, HSES286/HSES295 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course explores child development, parenting, and essential communication skills. Students will learn fundamental concepts of parenting, workplace skills, and recent parenting trends. By the end of the course, students will gain valuable knowledge and skills for successful parenting and understanding child development.

Child Development (Bright Thinker)

HSBT9003, HSBT9003D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Child Development equips students with the comprehension of children's physical, social, emotional, and intellectual progression. It aims to furnish young individuals with the requisite knowledge and abilities vital for nurturing and guiding children, whether as parents or caregivers. The focus lies in aiding students to establish environments conducive to children's optimal development. Additionally, students explore career opportunities within the field of child development.

Commercial Photography I A/B (Bright Thinker)

HSBT9034D/HSBT9035D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Commercial Photography I enhances students' proficiency in digital photography, professional communication, and design. Beyond mere image capture, commercial photography encompasses marketing, collaboration, organizational skills, design principles, and more. Students delve into various concepts, including client interaction, image editing, portrait posing, scene styling, manual camera operation, design principles application, career preparation, and purposeful image creation. Through real-world projects and exposure to diverse aspects of the industry, students gain valuable insight into the dynamics of the creative production field. Upon completion of Commercial Photography I, students depart with a wealth of knowledge and a portfolio primed for the industry.

Commercial Photography II A/B (Bright Thinker)

HSBT9036D/HSBT9037D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Commercial Photography II builds upon students' proficiency in digital photography, professional communication, and design established in Commercial Photography I. While Commercial Photography I introduced foundational concepts such as lighting, posing, image retouching, client interaction, styling, and manual camera operation, Commercial Photography II delves deeper into several of these areas. Additionally, students are introduced to new concepts including leadership, entrepreneurship, conceptualization, architectural photography, stock photography, and finding inspiration. Through engaging in real-world projects and gaining exposure to various career paths within photography, students gain valuable insights into the demands of the creative production industry. These projects aid students in setting goals and planning for their future endeavors. Emphasizing the importance of continuous practice, Commercial Photography II encourages students to explore and capture photographs regularly. Upon completion, students of Commercial Photography II depart with an extensive knowledge base and a portfolio ready for the industry.

CompTIA A+ with Exam Prep A/B CP (Online – Edmentum)

HSED9071/HSED9072, CTESKY9071/CTESKY9072 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is focused on the exam objectives of CompTIA A+ 220-901. Students will learn about computer hardware and networking. Students will learn about mobile devices and their features. Students will learn how to identify and troubleshoot problems related to hardware, networking, printers, storage devices, and mobile devices. Unit activities in the course help students to develop and apply critical thinking skills. Animations and screenshot based slideshows included in the lesson keep students engaged. Students can understand technical concepts very easily. Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance based questions. Practice Test at the end of the course help students to attempt questions that are similar to CompTIA A+ 220-901 certification exam.

CompTIA Network+ Certification (N10-007) A/B CP (Online – Edmentum)

HSED9176/HSED9177, HSES510/HSES511 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

CompTIA Network+ Certification (N10-007) is a yearlong course that covers the objectives of the CompTIA Network+ Certification (N10-007) exam. The first semester begins by describing networking concepts such as network topologies,protocols, Internet Protocol (IP) addressing, switching, and routing. You'll describe wireless technologies, virtualization, cloud computing, and network services. You'll also describe network cables and connectors, network devices, and network storage technologies. The second semester begins by describing network documentation and best practices. You'll describe network monitoring tools and remote access methods. You'll explain business continuity and disaster recovery methods. You'll describe the methods to secure a wireless network. You'll describe the types of network attacks. You'll identify various device hardening and mitigation techniques. You'll describe troubleshooting methodology and tools. You'll explain how to troubleshoot wired and wireless connections and network service problems.

CompTIA ITF A/B

CTESKY9073/CTESKY9074 *9th–12th Grade*

Credits: 10

This course prepares students for CompTIA IT Fundamentals Certification. Students will learn fundamental vocabulary, operating systems, and information technology processes that are essential for IT professionals. Students will learn how to identify and solve common IT problems. Students will also be prepared to take and pass the CompTIA Fundamentals exam as a necessary step towards industry certification.

Computer Programming 1 A/B CP (Online – Edmentum)

HSED9036/HSED9037, HSES431/HSES432 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Part of the Courseware Career and Technical Education (CTE) Library, Computer Programming combines engaging online and offline activities in a rigorous one-semester course for high school students who may be aspiring to technical careers. Building on lessons covering the software development lifecycle and software development methodologies, the course uses online discussions, activities, and lessons to lead your students through additional key topics such as quality control, system implementation, and maintenance and the increasingly important issue of system security.

Computing for College & Careers A/B CP (Online – Edmentum)

HSED9010/HSED9011, HSES347/HSES460 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is designed to enable students at the high school level to develop basic computer skills that they can use during their college education and also in their careers. This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers and/or into postsecondary education.

Construction 1 A/B CP
CTESKY101/CTESKY102 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
Construction 1A contains units on safety, tools and materials. Detailed information on safety, tools and materials required, and 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 and projects to ensure exposure to a multitude of skills. Hands-on learning includes smaller scale projects to develop mastery of hand and power tool carpentry skills. Construction 1B contains units on safety, tools and materials. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for each project. Smaller lead up exercises precede each shop project for the practice of specific skills. Students engage in a variety of lead up exercises but with an added focus on projects to ensure exposure to a multitude of skills. Hands-on learning includes smaller and medium scale projects to develop mastery of hand and power tool carpentry skills.

Construction 2 A/B CP
CTESKY201/CTESKY202 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Construction 2A contains units on safety, tools, and materials for projects at an intermediate level of difficulty. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for many of the projects. Smaller lead up exercises precede each shop project, allowing students to practice specific skills related to the project, such as the proper operations of hand tools or the use of measurement devices. Students engage in a variety of projects to ensure exposure to a multitude of skills. Projects include notched-top sawhorse, a picnic table and more. Construction 2B contains units on safety, tools, and materials for projects at an intermediate level of difficulty. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for many of the projects. Smaller lead up exercises precede each shop project, allowing students to practice specific skills related to the project, such as the proper operations of hand tools or the use of measurement devices. Students engage in a variety of projects to ensure exposure to a multitude of skills. Hands-on learning includes larger-scale project for exposure to new and repeated carpentry skills.

Counseling & Mental Health A/B (Bright Thinker)
HSBT9041D/HSBT9042D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This Career and Technical Education course caters to students pursuing pathways in Health Science or Human Services. It covers essential soft skills vital for personal and professional development, including time management, critical thinking, and effective communication. Additionally, the curriculum delves deeply into mental health topics, spanning from historical contexts to contemporary care systems, nervous system dynamics, and various mental health disorders. Students engage in research to understand the professional development aspects of mental health workers, including scope of practice and adapting to industry changes. The course also explores career opportunities within the mental health field and provides insights into available training avenues.

Culinary Arts A/B CP (Online – Edmentum)
HSED9002/HSED9003, HSES375/HSES376 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course covers the history and development of the culinary arts; the basics of nutrition; and health, safety, and sanitation. It covers basic science principles used in cooking and various cooking methods. It also explores the culinary skills required to make a variety of items, ranging from stocks and soups to seafood and poultry to various breads and desserts.

Digital Audio Technology I A/B (Bright Thinker)
HSBT9043D/HSBT9044D *9th–12th Grade*
Credits: 10
This course offers an introduction to Digital Audio Technology, covering the history of audio recording and modern trends like computer music and digital audio workstations. It explores the entire audio production process, including scriptwriting, sound effects, and music composition for film. Additionally, it delves into career opportunities, educational paths, industry certifications, ethical considerations, legal aspects, and developing employability skills such as interviewing and resume writing.

Digital Design & Media Production (Bright Thinker)
HSBT9045D *9th–12th Grade*
Credits: 5
Digital Design and Media Production offers a comprehensive introduction to graphic design, video production, and social media marketing. Topics include audience identification, graphic design principles, advertising, videography, and social media. Students develop skills in logo design, videography, and social media marketing through projects like creating a news package and tailored ad plans. They also learn about planning, research, fair use, and copyright laws. The course explores the impact of the internet on advertising and marketing and provides hands-on experience in media production.

Drafting and Design A/B CP (Online – Edmentum)

HSED9155/9156 *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/HSED9052, HSES396 (*semester A only)* *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is intended to help students understand the components of a business plan, ideation and innovation in products and pricing, the market research process, and various management functions of operations management. This course will cover the roles and attributes of an entrepreneur, marketing and its components, the selling process, and operations management. The second semester of this course is intended to help students understand the concept of accounting and its role in business, different firm ownership structures, importance of business ethics, and the scope and importance of quality management. This course will cover the different types of capital that a business needs at different stages, nature of legally binding contracts, different functions of the human resources division of a company, and the types of risks that entrepreneurs have to face.

Entrepreneurship A/B (Bright Thinker)

HSBT9006/HSBT9007, HSBT9006D/HSBT9007D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The Entrepreneurship course cultivates students' enthusiasm for initiating, growing, and succeeding in business endeavors. It covers the fundamentals of business inception, from generating innovative ideas to achieving profitability. Beyond mere startup concepts, the course explores product development, marketing strategies, distribution channels, and sales tactics. Students delve into areas such as pricing strategies, financial planning, accounting, fundraising, marketing research, and legal considerations. Through hands-on practice, including the development of a business plan, students acquire a comprehensive understanding of the requirements for business success and may be inspired to pursue their own entrepreneurial ventures.

Essential Career Skills (Online – Edmentum)

HSED9033, HSES293 *9th–12th Grade*

Credits: 5

This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

Food Handler and Food Manager Certifications CP (Online – Edmentum)

HSED9178, HSES512 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Food Handler and Food Manager Certifications course prepares students for competency exams in food handling and management. Students gain the knowledge and skills needed to provide safe food as handlers or managers. Students will possess the competence and expertise to meet rigorous standards in food safety and management.

Game Development CP (Online – Edmentum)

HSED9038, HSES232 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This comprehensive course offers students a thorough understanding of game development, equipping them with the necessary skills for a successful career in the field. Students will delve into various aspects, including the history of video games, character development, mobile game design, user interface design, social gaming, and development design principles and methodologies. Interactive games are integrated throughout the course to enhance the learning experience and gauge student proficiency while still focusing on establishing a solid foundation for a future career in game development.

Graphic Design & Illustration I A/B (Bright Thinker)

HSBT9050D/HSBT9051D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

Graphic Design and Illustration I is an introductory course covering the elements, principles, and tools of the graphic design and illustration industries. Students explore design elements like color, shape, and value, applying them to projects such as product labels, logos, and figure drawing. The course emphasizes design software and hardware basics, along with professional skills like creating proposals, typography, cyber security, printing, copyright laws, and artist critiques. Students culminate the course by assembling a portfolio suitable for art school applications, job placement, or professional development.

Health Sciences 1 A/B (Online – Edmentum)

HSED9083/HSED9084 *9th–12th Grade*
Credits: 10

This one-semester course is intended to help you understand the basic structure and function of the human body. This course has 16 lessons organized into five units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover the structure of the human body systems and their functions. It will also cover diseases and medical procedures related to each body system. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson, and the post-test questions that come at the end of the unit. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Health Sciences 2 A/B (Online – Edmentum)

HSED9085/HSED9086 *9th–12th Grade*
Credits: 10

This one-semester course is intended to help you understand the skills required to achieve success in modern-day careers related to health care. This course has 18 lessons organized into five units, plus three Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover diverse topics such as the healthcare system, diagnostic services, stress management, health informatics, medical math, and professional conduct. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson, and the post-test questions that come at the end of the unit. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Hospitality and Tourism: Traveling the Globe CP (Online – Edmentum)

HSED9112 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest-growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

Human Growth & Development A/B (Bright Thinker)

HSBT9057D/HSBT9058D *9th–12th Grade*
Credits: 10

Human Growth and Development provides a comprehensive examination of the biological, physical, social, and emotional progression of humans across various life stages. Beginning with prenatal development, prenatal care, and genetics, the course progresses to explore stages such as infancy, early childhood, adolescence, and adulthood. Each module includes hands-on projects focusing on topics like psychosocial and emotional development, allowing students to engage directly with individuals in different life stages. Additionally, the course covers developmental theories, societal and cultural influences, and identifies career opportunities in human development.

Human Resource Management (Bright Thinker)

HSBT9059D *9th–12th Grade*
Credits: 5

Human Resource Management (HRM) is essential for organizational success. This course explores the responsibilities of HR managers, including defining roles, policies, procedures, and legal obligations. Students delve into the employee life cycle, covering hiring, training, labor laws, discipline, rewards, benefits, and termination. They also learn to balance organizational needs with employee rights, acting as liaisons between the two parties. Ultimately, the course aims to equip students with the skills to excel as future managers and employees through a deeper understanding of HRM principles.

Instructional Practices A/B (Bright Thinker)

HSBT9060D/HSBT9061D *9th–12th Grade*

Credits: 10

Instructional Practices offers students foundational knowledge and skills in education theory, development, and delivery. The course begins with an exploration of education history and identifies traits of effective teachers and educational environments. Students learn instructional strategies, theories of learning, and methods for course planning and delivery. Communication skills are honed for interactions with educators, parents, and stakeholders. Research projects focus on developmental theory, adult learning theory, and pedagogy, using technology for content creation and assessment. Special topics like special education and ethical responsibilities are integrated throughout. The course concludes with a field study, allowing students to observe and evaluate instructional strategies of professional educators.

International Business CP (Online – Edmentum)

HSED9095 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

International Business is a single-semester course that describes international business and its various aspects. This course begins by describing the impact of globalization and the position of the United States in international business. In this course, students will learn about global trade theories and policies and identify major world economies. In addition, they'll determine the levels of economic cooperation between the economies, and determine the strategies that are required to enter the international business arena. Finally, students will explain the importance of human resources in global firms and describe various employability skills required in business.

Introduction to Android Mobile App Development (Online – Edmentum)

HSED9199 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In this course, students will describe the history of and upcoming trends in mobile app development. Students will identify career options in mobile app development and describe the skills and training required for mobile app development. Students will also describe how to start a mobile app development company. Further, students will create a new project in Android Studio. Finally, students will create the user interface of an app and make it interactive in Android Studio.

Introduction to Animal Sciences A/B CP

CTESKY9195/CTESKY9196 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course begins with a study of the world of animals. Students start their exploration of exotic animals, including caring for exotic animals, avian medicine, reptiles, and more. They learn about different diseases and treatments for exotic animals that are different from domesticated animals and livestock. They learn about zoo animals, the challenges of caring for them such as access to animals, and specific measures and approaches for working in such a setting. Students engage in a rigorous study of tigers including behavior, habitat, diet, anatomy, subspecies, extinction risk, their role in their ecosystems, and conservation efforts. Students research about modern captivity including legal and ethical considerations, federal versus state and local laws, exotic pet ownership, exotic zoos, disease, conditions, and more. Students learn about endangerment and conservation, poaching, trafficking and black markets. They learn about threatened and endangered species, as well as habitat fragmentation and habitat destruction. Their learning continues as they study about animal welfare and animal rights. Students investigate different habitats including tundra, desert, multiple different forest habitats, wetlands, ocean, and coral. Students complete a rigorous research project on an exotic animal including animal nutrition, vaccination, shelter, maintenance, behavior and more. Students conclude their learning by engaging in a study about protecting Earth's biodiversity including actionable ways students can work to converse plant and life diversity. They learn about anthropogenic impact to ecosystems across the globe and ways to counter extinction and habitat impact and destruction. Students learn about the specific animal groups, threatened, endangered, and extinct including differentiations between their statuses, habitats, conservation efforts, and animal adaptation.

Introduction to Cosmetology and Barbering A/B CP

CTESKY9201/CTESKY9202 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Introduction to Cosmetology and Barbering is designed to develop essential industry skills. Students begin with hairstyling, coloring, skincare, health and safety, and licensure options, advancing to haircutting, chemical texture services, and hands-on practice.
The program emphasizes technical proficiency, creativity, professionalism, and client communication. Semester B builds on these foundations, introducing advanced techniques in makeup application, lash extensions, facials, hair removal, and nail services. Students explore makeup theory, client consultation, and various beauty treatments, gaining a comprehensive understanding of industry services to enhance their versatility and employability.

Introduction to Cybersecurity CP (Online – Edmentum)

HSED9001, HSES430 *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

CTESKY9114/CTESKY9115 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
This course provides students with a lab-based anatomy science emphasizing nursing skills and health science. Through the course students study a variety of biological concepts including; an in-depth study of human anatomy systems, cellular biology, DNA replication, gene inheritance, homeostasis, positive and negative feedback, evolution, and more. Labs and activities also provide opportunities for students to engage in scientific practices including developing and using models, asking questions, planning and carrying out investigations, and analyzing and interpreting data. Technical instruction includes a study of body-orientation, medical terminology, pharmacology, nursing education, nursing history, nursing job responsibilities, CNA-aligned nursing skills, CPR training and more. Throughout the course students also practice with medical technology to build mastery of nursing skills. Students will also participate in career and industry exploration within the health science sector.

Introduction to Nursing A/B CP (Online – Edmentum)

HSED9114/HSED9115, CTESKY9114/CTESKY9115, HSES490/HSES491 *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.

Medical Terminology A/B (Bright Thinker)

HSBT9066D/HSBT9067D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Medical Terminology is designed for students interested in the medical field. The course covers Latin and Greek roots, prefixes, suffixes, combining forms, and eponymous terms relevant to the human body's systems. Students explore various professions, specialists, and treatment plans associated with different body areas. Through the study of medical terms and their origins, the course offers new perspectives on understanding the body.

Money Matters A/B (Bright Thinker)

HSBT9069D/HSBT9070D *9th–12th Grade*

Credits: 10 "

Money Matters is a CTE course introducing students to fundamental financial concepts, institutions, and careers. Students explore business practices, financial industry careers, consumer rights, and banking. They investigate credit, loans, identity theft, economic concepts, and the Federal Reserve System's role. Additionally, students learn about investing and portfolio diversification before examining risk management through insurance products. Practical projects include bank account reconciliation, tax preparation, and budget creation.

Networking Fundamentals A/B CP (Online – Edmentum)

HSED9173/HSED9174 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The Networking Fundamentals course provides an introduction to networking careers and essential concepts. Students will explore types of networks, network topologies, software-defined networking, and private/public networks, including intranets and extranets. They will also gain knowledge about Internet of Things (IoT) technologies. The course covers networking models, protocols, IP addresses, and subnetting, as well as identifying networking devices, cables, media, and connectors. Additionally, students will learn to install a network operating system and set up a small wired network. The second semester focuses on network planning, administration, troubleshooting, and maintenance, encompassing project management phases, planning, designing, and documenting networks, wireless networking standards, access methods, virtual private networks, cloud computing, and wired/wireless network troubleshooting. Students will also explore disaster recovery methods and network maintenance practices.

Principles of Agriculture A/B CP (Online – Edmentum)

HSED9132/HSED9133, HSES498/HSES499 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is intended to help students to be familiar with various aspects of the agriculture, food science, and natural resources industries. This course covers basic concepts in the field of agriculture, food science, and natural resources. The second semester covers basic concepts related to animal science, food science and technology, and power and structural technology It also covers career opportunities in these fields and the academic skills and knowledge required for a successful career in agriscience.

Principles of Arts, A/V Technology and Communications A/B CP (Online – Edmentum)

HSED9204 *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/HSED9046, HSES359/HSES360 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Principles of Business, Marketing, and Finance is intended as a practical, hands-on guide to help students understand the skills required to achieve success in modern-day careers in the business, marketing and finance cluster.

Principles of Business, Marketing and Finance (Bright Thinker)

HSBT9009/HSBT9010, HSBT9009D/HSBT9010D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
The Principles of Business, Marketing, & Finance course offers a comprehensive exploration of various business aspects and free enterprise. Students delve into disciplines such as goods versus services analysis, economics, financial management, personal finance principles, marketing, global economy, and government's role in business. Soft skills like business ethics, leadership, and employee management are emphasized, alongside hard skills such as product management, finance, marketing campaigns, and sales. The course also addresses career opportunities and necessary professional skills for success in the industry. By the course's end, students gain a broad understanding of starting, operating, and managing a successful company.

Principles of Education and Trainin. A/B CP (Online – Edmentum)

HSED9159/HSED9160 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to help students learn career opportunities in the education and training career cluster. This course covers career opportunities in the three pathways in the education and training cluster—administration, education, and professional support. In addition, the course covers personal and professional skills that are necessary for a career in this field. The second semester is intended to help students learn teaching strategies as well as the importance of child growth and development for educators. This course explains child development, health, nutrition, and safety requirements for children. In addition, the course covers teaching strategies as well as technologies that can aid educators.

Principles of Education & Training A/B (Bright Thinker)

HSBT9074D/HSBT9075D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Through an exploration of the Principles of Education and Training, students will delve into the roles and obligations of educators, administrators, and administrative support staff. They will scrutinize the attributes, characteristics, and traits exhibited by highly effective educators. Additionally, students will assess various educational pathways available as they pursue careers in professional education. The course also examines the potential opportunities and trajectories when entering fields such as corporate training or offering independent training services to diverse clientele. Throughout the curriculum, students will learn instructional methodologies and develop skills in crafting lesson plans. Employing critical thinking abilities, they will formulate their personal educational philosophies. Drawing insights from the perspectives of students, teachers, and support professionals, utilizing real-life scenarios, the course aims to elucidate the multifaceted role of an "educator for life." Culminating the course, students will devise a graduation plan aligning with their aspirations as professional educators.

Principles of Engineering & Tech A/B CP (Online – Edmentum)

HSED9048/HSED9049, HSES231 (*semester A only)* *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This easy-to-manage course provides students with essential STEM knowledge and an effective overview of STEM careers. The course's 15 lessons are interspersed with activities and online discussions that engage learners and promote understanding and achievement. Topics covered include biotechnology, mechanics, and fluid and thermal systems. The concluding lesson provides a valuable overview of the overall engineering design process.

Principles of Government and Public Administration A/B CP (Online – Edmentum)

HSED9161/HSED9162, HSES500/HSES501 *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 Government & Public Administration A/B (Bright Thinker)

HSBT9076D/HSBT9077D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Principles of Government and Public Administration (PGPA) introduces students to public policy careers, exploring government from various perspectives: government and private-sector employees and elected officials. The course covers different career paths, ethical and professional standards, theories of governmental development, and constitutional principles underlying America's federal and unitary forms of government. Students learn about protecting citizens' rights to due process and the influence of interest groups on public policy. They also analyze policymaking's impact on culture, society, foreign policy, and government's role in stimulating invention and innovation in a free-market economy.

Principles of Health Science A/B CP (Online – Edmentum)

HSED9034/HSED9035, HSES357/HSES358 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

With a focus on health science topics and careers, students will explore the diverse field of health science and the increasing demand for professionals in this area. The course covers essential concepts such as medical terminology, physiology, and human homeostasis, providing a solid foundation for further exploration. By the end of the semester, students will have a broad understanding of health science and the various career paths available to them.

Principles of Health Science A/B (Online – Bright Thinker)

HSBT9011/HSBT9012, HSBT9011D/HSBT9012D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The Principles of Health Science course prepares students for careers in the health science field, covering healthcare systems, team roles, and various career paths. It focuses on personal and professional skills like character, teamwork, and leadership. Content includes healthcare science, measurement, anatomy and physiology, safety practices, and healthcare across life stages. Discussions encompass laws, regulations, best practices, and professional ethics. With a career emphasis, topics also include career preparation, student and professional organizations, and the healthcare job market.

Principles of Hospitality and Tourism A/B CP (Online – Edmentum)

HSED9043/HSED9044, HSES433/HSES434 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The first semester of this course aims to provide students with a comprehensive understanding of the hospitality and tourism industry. Students will explore the industry's history, diversity, components, and various career opportunities available. In the second semester, students will focus on developing the personal and professional skills required for a successful career in hospitality and tourism. This includes enhancing interpersonal and communication skills, cultivating professional competencies, and further exploring career prospects within the industry. Throughout both semesters, students will gain valuable insights and knowledge that will prepare them for a rewarding journey in the hospitality and tourism field.

Principles of Human Services A/B CP (Online – Edmentum)

HSED9128/HSED9129 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The first semester of this course is designed to provide students with a comprehensive understanding of career opportunities within the human services career cluster. Students will explore various pathways, including counseling, mental health services, and consumer services. Emphasis is placed on developing essential workplace skills, such as a positive work ethic, integrity, budgeting basics, 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 Human Services (Bright Thinker)

HSBT9013, HSBT9013D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Principles of Human Services course allows students to explore careers in counseling, mental health, early childhood development, family and community services, and personal care. Students develop skills vital for success in high-skill, high-wage, or high-demand careers, including responsible decision-making, goal-setting, and crisis management.

Principles of Information Technology A/B CP (Online – Edmentum)

HSED9041/HSED9042, HSES428/HSES429, CTESKY9041/CTESKY9042 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course takes the next steps in preparing learners for a career in information technology. Covering software, hardware, and implementation topics, the course also addresses the security and ethical issues that students will face in an IT career. Combining lessons, online and offline activities, and interactive discussions, the course will provide a practical yet cutting-edge look at the issues faced by leading IT professionals today and in the future.

Principles of Law, Public Safety, Corrections, and Security A/B CP (Online – Edmentum)

HSED9163/HSED9164 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course serves as a practical and hands-on guide to understanding the operations of law enforcement agencies, courts, the correctional system, and security and emergency agencies. The course delves into the history and development of criminal law, court procedures, and the roles of law enforcement and private security in public safety. It also addresses the ethical and legal responsibilities of professionals in the field, as well as working conditions. In the second semester, the course focuses on the personal, professional, and technological skills necessary for success in the field of law, public safety, corrections, and security.

Principles of Law, Public Safety, Corrections, & Security A/B (Bright Thinker)

HSBT9078D/HSBT9079D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Principles of Law, Public Safety, Corrections, & Security examines the foundations of the legal system and the roles of public servants and first responders. The course begins with an overview of law origins and the U.S. Constitution, applying constitutional rights to public service contexts. In law, students analyze the court system, lawyer roles, and courtroom procedures. In public safety, they explore the duties of police, firefighters, and EMTs. In corrections, they learn crime classification, differences between prisons and jails, and functions of criminal courts. The course also covers public and private security, including celebrity protection and event security. Students gain insight into related careers, ethical considerations, and career pathways.

Principles of Manufacturing A/B CP (Online – Edmentum)

HSED9116/HSED9117 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

California Course Principles of Manufacturing, Semester A, is intended to help students be familiar with the evolution of manufacturing and describe manufacturing processes and systems. This course will cover the history and evolution of manufacturing, manufacturing processes, engineering design, and production systems. California Course Principles of Manufacturing, Semester B is intended to help students be familiar with quality control systems, explain the importance of maintenance and marketing, and identify key professional and personal skills that are helpful in having a successful career in the field of manufacturing.

Principles of Transportation, Distribution, and Logistics A/B CP (Online – Edmentum)

HSED9098/HSED9099, HSES502/HSES503 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is intended to equip students with the knowledge and skills required for a career in Transportation, Distribution, and Logistics (TDL). This course covers the evolution of the TDL industry, various modes of transportation, and the role of the TDL industry in world trade and globalization. It also covers career opportunities in TDL. In addition, it covers workplace skills, such as positive work ethics, integrity, self representation, and communication and interpersonal skills required to be successful in the workplace.

Professional Communications CP (Online – Edmentum)

HSED9165, HSES488 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course serves as a practical and hands-on guide for students seeking to familiarize themselves with the communication skills necessary in a professional setting. With 13 lessons organized into five units, including three Unit Activities, the course covers essential aspects of communication, such as the communication process, elements of effective communication, and common barriers. It focuses on developing reading, writing, speaking, and listening skills applicable to general communication needs. The course also emphasizes communication skills relevant to the business environment, including job interviews, group discussions, problem-solving, and the use of technology in communication.

Psychology (Bright Thinker)

HSBT9080, HSBT9080D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Psychology course begins with foundational social science skills, including ethical decision-making and statistical evaluation. After an overview of psychology careers, students delve into the brain's physical protcesses, sense perception, and body systems. They study development theories, personality, conditioning, mental processes like thinking and memory, language acquisition, motivation, and emotions. Exploring levels of consciousness, students examine disorders and abnormal behavior. The course ends with a focus on individual and social behavior, covering stress, attitude formation, conflict resolution, conformity, obedience, altruism, and morality.

Robotics I A/B CP (Online – Edmentum)

HSED9179/HSED9180, HSES513/HSES514 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Robotics I, Semester A provides a comprehensive understanding of robotics through various concepts. It explores the evolution, applications, and career opportunities in robotics, emphasizing teamwork and essential employability skills. The course delves into Newton's laws of motion, electricity, electronic circuits, Boolean algebra, and magnetics, demonstrating their relevance to robotics. Students learn safety procedures and construct a simple robot. In Robotics I, Semester B, students explore more advanced topics. The importance of project management and the engineering design process are discussed. The course highlights the use of software for robot control and guides students in creating a robotic arm. Ethics and laws related to robotics are explored, and students gain hands-on experience in programming a robot. Testing, maintenance, and creating a proposal for a robot are also covered in this course.

Sports and Entertainment Marketing CP (Online – Edmentum)

HSED9047, HSES408 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Sports and Entertainment Marketing is intended to help students gain an insight into the field of sports, entertainment, and recreation marketing. This course covers fundamental concepts in sports, entertainment, and recreation marketing. It also covers essential skills related to advertising, sponsorship, and marketing campaigns. In addition, the course covers crucial workplace skills, such as teamwork and leadership skills.

Sports & Entertainment Marketing (Bright Thinker)

HSBT9083D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In Sports and Entertainment Marketing, students explore marketing fundamentals within sports and entertainment sectors, including music, theater, and television. They practice targeted marketing and segmentation techniques, developing strategies for ticket sales, game operations, events, and sports press kits. Topics include distribution of media, fan experience, promotional plans, sponsorships, endorsements, business ethics, and sports legislation. By course end, students grasp career pathways and opportunities in sports and entertainment industries.

Veterinary Science A/B CP

CTESKY9197/CTESKY9198 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course begins with a study of veterinary science. Students learn about the history of Veterinary medicine before studying current research in the field. Students examine different types of careers within Veterinary Science as well as the ethics within veterinary medicine. Students then learn about the principles of animal anatomy and physiology including an in-depth study of animal body systems including; the musculoskeletal, respiratory, circulation, excretory, reproductive, integumentary, digestive, immune and lymphatic, endocrine, and nervous systems. Students learn the terminology of veterinary anatomy, and practice applying these terms to animals. Then students learn about the characteristics of healthy animals. They study visual signs and psychological signs of health, as well as how to consider the historical health of an animal. Students learn to recognize signs of illness in animals as well. Students learn the fundamentals of checking animal vital signs as well as a systematic approach to physical examination. Students then learn about small animal care beginning with skeletal and muscle disorders and the tools and equipment used to diagnose and treat these ailments. Students study the different parts of the nervous systems of small animals. Students compare and contrast the differences between infectious diseases. They also study endocrine disease and gastrointestinal diseases of small animals. Lastly students learn the basics of animal science and livestock. Students study cattle, pigs, sheep, goats, and poultry and their physiology. They compare and contrast the digestive system of different animals, they study water consumption of various animals, as well as different types of shelters, and feeding for various animals. Students then explore basic health care of livestock. They study signs of trouble, as well as methods of care, livestock breeding and reproduction. Students examine different careers within agriculture, and animal care.

Video Game Design A/B (Bright Thinker)

HSBT9085D/HSBT9086D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Video Game Design equips students with skills for planning, designing, and developing original video games. They learn game story creation, storyboarding, level design, game mechanics, and character design. Development skills cover pseudocode, algorithms, programming functions, graphics, animation, and sound. Students use suitable game engines for game creation and discuss video game history and genres, including game theory for audience understanding. They create and submit an original game for critique, play and critique peers' games, and analyze existing video games. They also learn to create and understand Game Design Documents (GDDs), an industry standard.

Virtual Business (Online – Bright Thinker)

HSBT9015 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Virtual Business course covers the essentials of launching, operating, and overseeing an online enterprise. It's tailored for students keen on establishing a virtual business, delving into aspects like web presence creation, online and offline marketing, business contracts, and project-management systems. Additionally, students explore bookkeeping, legal business structures, telecommuting management, record-keeping, and entrepreneurship. The course guides students through career pathways via personality and career assessments, culminating in the creation of a company with a business plan, branding, and website development using common website builder tools.

Web Communications (Bright Thinker)

HSBT9087D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In Web Communications, students discover the principles of digital citizenship, exploring rights, responsibilities, and digital communication tools. They learn to discern valid internet sources and gain insights into new technologies. The course covers the evolution of the Web, addressing topics like internet safety, security, and cyberbullying. Students apply their knowledge by writing a web-hosted blog post with HTML elements and delve into web design fundamentals, culminating in a project to create a basic webpage.

Web Technologies A/B CP (Online – Edmentum)

HSED9039/HSED9040, HSES372/HSES373 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The first semester is intended as a practical, hands-on guide to help students understand the concepts of website design. This course guides students how to create a website using web technologies. This course will cover careers in web technology, uses of web technology, and emerging trends in web technology. It also covers principles of design and creation of graphics. In addition, the course covers Internet protocols, web development tools, and client-server processing. The course also covers web page creation using HTML and style sheets. Finally, the course covers website design and the web development process. The second semester is intended as a practical, hands-on guide to help students understand advanced concepts of website design and concepts related to desktop publishing and multimedia. This course covers the creation of desktop publishing and multimedia projects. It also covers legal and ethical issues related to the Internet and website design. In addition, this course covers web page creation using JavaScript. It also covers DHTML and XML. The course additionally covers how to gather requirements from the client, plan out website development, create a wireframe, and create and publish a website. Finally, the course covers web maintenance and web administration.

World Health Research A/B (Bright Thinker)

HSBT9088D/HSBT9089D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

World Health Research introduces students to global risk factors and health outcomes, contrasting developed and developing nations. It analyzes primary care origins and organizations monitoring global health threats. Students explore research methods and design studies to understand global health issues and impacts, including infectious and chronic diseases and emerging medical technologies. The course concludes with discussions on ethical concerns, clinical trials, and strategies for enacting global change in healthcare.

High School Electives – Pathways Trips

Students may be required to attend a small group instruction class while taking any of the following classes

Career Exploration at Blackbird Farm
HS9097 *9th–12th Grade*
Credits: 5
Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: Black History and Culture
HS90197 *9th–12th Grade*
Credits: 5
In this Pathways Black History and Culture tour, students will explore multiple southern states and learn about black history from slavery till present day. Through the student's exploration of museums, historical sites, worksheets, workshops, and special speakers, group discussion/assignments, Pathways Black History and Culture Tour will allow students the opportunity to understand and explore the history of the black culture and the connection with current day events.

Pathways: Camp Blackbird
HS90202 *9th–12th Grade*
Credits: 5
In this Pathways Camp Blackbird program, students will be exploring and learning about the practices of teamwork, collaboration, critical thinking and self-reflection. The program will be a balanced mixture of experiential learning and hands on activities. During these program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, garden/barn work and research, ropes course, archery, canoeing, etc.

Pathways: Camp Blackbird (5 day trip)
HS90224 *9th–12th Grade*
Credits: 3
In this Pathways Camp Blackbird program, students will be exploring and learning about the practices of teamwork, collaboration, critical thinking and self-reflection. The program will be a balanced mixture of experiential learning and hands on activities. During these program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, garden/barn work and research, ropes course, archery, canoeing, etc.

Pathways: China
HS90106 *9th–12th Grade*
Credits: 5
In this Pathways China program, students will be fully immersed in the Chinese culture as they explore multiple cities within China. This program will be balanced mixture of tours lead by highly qualified guides and hands-on activities. During this trip, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, leadership development activities, historical and cultural tours, interactions/activites with people of different cultures and backgrounds and self-reflections.

Pathways: College Tour
HS90205 *9th–12th Grade*
Credits: 3
The goal of this course is to expose students to the college environment through firsthand experience. Students are given the opportunity to tour five California colleges over a four-day trip. The opportunity to experience the differences between Cal State, UC, and private schools while learning about university life, requirements, and the application process equips students with the knowledge to make important post-secondary decisions. Students are able to reflect on their experience through journaling, writing affirmation statements, goal statements, group discussion and reflective assignments. In addition, group activities, college campus tours, and Q & A sessions with college students all contribute to students being able to more vividly visualize their post-secondary goals.

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 opportunit. 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.

High School Electives – Workforce Skills Training

Students may be required to attend a small group instruction class while taking any of the following classes

Financial Literacy and Entrepreneurial Skills

HS90132, HSED9118 *9th–12th Grade*

Credits: 2

Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real-world applicable with examples of each major concept.

Middle School English – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

7th Grade English Language Arts A/B (Bright Thinker)

MSBT1001/MSBT1002 *7th Grade*

Credits: 10

In 7th grade Language Arts, students enhance reading, writing, and oral communication skills. They learn to establish reading purposes and identify themes across various texts, including short stories, myths, legends, and expository texts. Reading focuses on critiquing the historical novel Chasing Lincoln's Killer. Students also craft fictional narratives, expository essays, and research essays with multimedia presentations. Exploring poetic devices, they create original poems. Oral communication skills are honed through persuasive and instructional speeches, and teamwork and collaboration are emphasized towards the course conclusion.

8th Grade English Language Arts A/B (Bright Thinker)

MSBT1003/MSBT1004 *8th Grade*

Credits: 10

In 8th grade Language Arts, students delve into various forms of literature, including narrative, epic, lyric, and free verse poetry, fostering an appreciation for sound, structure, and language. They analyze literature elements through readings like O. Henry's "A Retrieved Reformation," Agatha Christie's Murder on the Orient Express, and William Gibson's The Miracle Worker. Writing projects encompass personal narratives, procedural texts, and multimedia research presentations. Students learn to discern bias in persuasive texts and enhance communication skills through presenting persuasive speeches, participating in debates, and practicing formal and informal speaking and listening.

English 7 A/B, English 7 A/B (EL), English 7 A/B (Alt)

MS107A/MS107B, MS1150/MS1151, MS1152/MS1153 *7th Grade*

Credits: 10

This course exposes students to fictional stories and nonfiction texts, both print and digital. This course enhances students' ability to comprehend, develop, and analyze the content of the reading assignments.. It exposes students to author's intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel that accompanies this course stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

English 7 A/B (2025)

MS1066/MS1067 *7th Grade*

Credits: 10

In this English 7 course, students will learn valuable reading comprehension, critical thinking, and writing skills through reading of fictional and non-fictional reading materials. Each workbook focuses on deepening a student's understanding of a literary genre, concept, or skill. In Semester A, the student will begin with an overview of literary analysis, where he or she is introduced to themes, plot, making inferences, and more. He or she then moves into characterization and imagery (descriptive language, character types and development, etc.), features of a thematic narrative (dialogue, foreshadowing, etc.), enhanced writing techniques (figurative language, connotation vs. denotation, etc.), and the art of persuasion (arguments and counterarguments, providing evidence, etc.). In Semester B, the student will dive into the features of poetry (rhyme, rhythm, poetic forms, etc.), allegory and fables (symbolism, allusion, etc.), nonfiction (credible sources, structure of nonfiction works, etc.), understanding historical context (looking at root words, etc.), and a comparative media study (looking between the course novel and a media adaptation).Each unit is carefully crafted to scaffold and support the student's learning. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more. A novel also accompanies this course to provide students an opportunity to independently engage with a complex text.

English 7 A/B (Online – Edmentum)
MSED1009/MSED1010, MSES175/MSES176 *7th Grade*
Credits: 10
English 7 integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

English 8 A/B, English 8 A/B (EL), English 8 A/B (Alt)
MS108A/MS108B, MS1154/MS1155, MS1156/MS1157 *8th Grade*
Credits: 10
This course exposes students to fictional and nonfiction texts, both print and digital. Students enhance their ability to comprehend, develop, and analyze their reading assignments. It exposes students to author's intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly as students implement the new skills into their own writing. A fictional novel accompanies this course and stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

English 8 A/B (2024)
MS1192/MS1193 *7th Grade*
Credits: 10
In this English 8 course, students will learn to deepen their literary analysis, writing, and comprehension skills through a series of study of various fictional and non-fictional reading works. Each workbook is designed to scaffold and support the student's learning along the way through lessons centering on vocabulary, grammar and punctuation, background context, guided practice, checks for understanding, and more. In Semester A, the student will explore an author's craft with creating suspense (use of diction, setting details, point of view, etc.), research skills (identifying credible sources, outlining key points, citing sources, etc.), creating and presenting findings via a presentation (learning elements of multimedia presentations, rhetorical devices, appeal types, etc.), the features of a drama (stage directions, dialogue types, etc.), and a comparative media study (evaluating the advantages and disadvantages of different media formats - print vs. movie, etc.). In Semester B, students dive into the components of a science fiction work (its features, active vs. passive voice, sensory details, etc.), analyzing persuasive speeches (diction, speech structure and organization, literary devices, author's reasoning, etc.), oral tradition of folktales (its purpose, themes, character study, etc.), research into the historical background of a text (what a story and its background reveals about the people of the time, quoting research, presenting findings, etc.), and studying a Shakespearean play (understanding Shakespeare and his contributions to literature, identifying the elements of a sonnet and tragedy and comedy, iambic pentameter, etc.). A novel also accompanies this course to provide a student an opportunity to independently engage with a complex text.

English 8 A/B (Online – Edmentum)
MSED1011/MSED1012, MSES01/MSES02 *8th Grade*
Credits: 10
In English 8, students explore various forms of literary writing, including diaries, memoirs, informative essays, and fictional narratives. The course enhances writing skills through the study of persuasive writing techniques. Students analyze and compare literary pieces across different mediums, including drama, and engage in dramatic readings of poetry while learning multimedia presentation skills. The latter part of the course focuses on analyzing informational texts to gain insights into the history of the Civil War. Students also analyze literary works to deepen their understanding of elements such as point of view, conflict, theme, structure, and setting.

Middle School English – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Basic Writing Skills (Online – Edmentum)
MSED9122 *7th–8th Grade*
Credits: 5
This course focuses on the fundamentals of grammar and sentence construction. Students will explore various techniques to enhance their writing abilities, such as organizing ideas and structuring their compositions effectively. Each unit of the course progressively builds upon the foundational grammar and writing skills covered in the previous units. By the end of the course, students will have the ability to compose coherent paragraphs that adhere to the conventions of English grammar. Additionally, students will acquire knowledge in pre-planning writing tasks, including brainstorming and outlining strategies.

Critical Literacy
MS65CL *7th–8th Grade*
Credits: 5
Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at the student's reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

English Foundations A/B (Online – Freckle)
MS1203/MS1204 *7th-8th Grade*
Credits: 10
English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

English Language Development ELD Newcomer A/B (Online – iLit)
MS1143/MS1144 *7th-8th Grade*
Credits: 10
This course intends to equip students for life in and out of the classroom with developing beginning English skills. Focused on building basic communication and literacy skills in English, newcomer students are initially assessed to determine what knowledge of English a student may already have, if any. The curriculum is adjusted to meet those individual linguistic needs in teaching: phonics and phonemic awareness, oral language, fluency, grammar structures, writing construction, and reading comprehension. iLit for Newcomers serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Readiness A/B
MS10RA/MS10RB *7th–8th Grade*
Credits: 5-10
English Readiness is a standards-based modular course designed to remediate the student on English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by the Charter School, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Introduction to Grammar
MS1015 *7th–8th Grade*
Credits: 5
Intro to Grammar is designed to familiarize the student with the fundamentals of grammar, usage, and mechanics. Students will be exposed to and learn to master parts of speech, sentence structure, phrases and clauses, modifiers, and punctuation. Students will also learn the functions of verb tenses, direct and indirect objects, and object complements. This course will help to teach students how to become better writers through numerous exercises that increase their knowledge and skills of certain grammar and mechanical concepts.

Poetry
MS1022 *7th–8th Grade*
Credits: 5
Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types, and influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry i. the English language that incorporates poets of the British Isles as well as North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

Reading Fiction
MS10RF *7th–8th Grade*
Credits: 5
This course involves the study of five novels: "The Westing Game," "The Catcher in the Rye," "Harry Potter and the Sorcerer's Stone," "The House of the Scorpion," and "To Kill a Mockingbird." Each unit focuses on significant events within each novel that influence the development of characters, themes, and settings. Additionally, students will explore the relevance of the novel's themes to their own lives, fostering personal connections and deeper understanding.

Writing Skills

MS1033 *7th–8th Grade*

Credits: 5

This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.

Middle School Math – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

7th Grade Mathematics A/B (Bright Thinker)

MSBT2001/MSBT2002 *7th Grade*

Credits: 10

This course covers a variety of mathematical concepts, including sets, rational and irrational numbers, exponents, order of operations, additive inverses, and decimals. Algebraic topics include ratios, rates, proportions, equations, and inequalities. Geometry concepts encompass triangles, circles, and circumferences. Students learn graphing techniques and probability, along with financial concepts such as interest, taxes, and budgeting.

8th Grade Mathematics A/B (Bright Thinker)

MSBT2003/MSBT2004 *8th Grade*

Credits: 10

This course focuses on applying mathematics to real-life situations, enhancing problem-solving skills. Topics include expressions, equations, proportions, geometric shapes, measurements, and data interpretation. Emphasis is on graph and chart interpretation and creation to express, describe, and apply data. Finance instruction, particularly in personal financial literacy, is provided. The course ensures students master fundamental skills necessary for high school mathematics courses.

Algebra 1 A/B

MS2040/HS2041 *7th-8th Grade*

Credits: 10

Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real-world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

Algebra 1A-1/1A-2, 1B-1/1B-2 (2-year course)

MS2IA1/MS2IA2, MS2IB1/MS2IB2 *7th–8th Grade*

Credits: 20

The extended 2-year Algebra course offers a comprehensive exploration of fundamental Algebra concepts. The course begins with a thorough review, ensuring a solid understanding of key principles such as variables, exponents, properties of real numbers, and solving linear equations and inequalities. Students then progress to mastering the graphing of linear equations and inequalities in two variables, as well as determining slopes and equations of lines. In the subsequent phase, students delve into subtracting, multiplying, and dividing polynomials, along with exploring concepts like the quotient rule and scientific notation. The focus then shifts to factoring, encompassing both the understanding of factoring techniques and their practical applications in real-world scenarios. The course further equips students with the ability to manipulate rational expressions, navigate complex fractions, solve rational equations, and comprehend direct and indirect variations. Students also engage in solving linear equations, reinforcing their problem-solving skills. As the course progresses, students undertake a comprehensive review of graphing, emphasizing key terms and line equations. The units cover a range of topics, including the application of linear systems, solving linear inequalities, equations, inequalities, and absolute value. The course culminates in the study of graphing quadratic equations and functions, providing students with a solid foundation in this essential area of Algebra.

Basic Math A/B

MS2020/MS2021 *7th–8th Grade*

Credits: 10

This math prepares students for success in the Pre-Algebra program. Basic Math begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions, and fractional notations. Students also experience an understanding of order of operations, decimal notation, and estimation. Basic Math concludes with an emphasis on ratio and proportion and their geometric application.

Geometry A/B
MS2038/MS2039 *7th–8th Grade*
Credits: 10
The ultimate goal of this course to extend students' prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry, and the study of trigonometry concerning right triangles and circles. Students will also engage in Common Core Mathematical Practices.

Integrated Math 1 A/B
MS2081/2082 *7th–8th Grade*
Credits: 10
In Integrated Math 1A, students begin their study by exploring one-variable statistics. They gather and display data, and interpret statistical results. From here, students transition to expanding their understanding of linear equations, inequalities, and systems. They write rearrange, evaluate, and solve equations and inequalities fluently; explain or validate their reasoning; use multiple representations to model relationships and constraints; write and graph equations in different forms; and reason abstractly about real-world situations. Finally, students study two-variable statistics. They create scatter plots and their lines of best fit, use residuals and the correlation coefficient, interpret data, and differentiate between correlation and causation. In Integrated Math 1B, students begin with the study of functions. They represent, interpret, and communicate about functions—using function notation, domain and range, average rate of change, and other features of their graphs – focusing their studies on linear and exponential functions. Then, the course shifts focus from algebra topics to geometric ones. Students complete constructions, rigorously define rigid motions, and prove other assertions, such as the Triangle Angle Sum Theorem. They use these definitions and structures prove theorems about angle relationships and triangle congruence. Finally, students apply these theorems to prove results about other figures, such as isosceles triangles or figures on the coordinate plane.

Integrated Math 1 A/B (Online – Edmentum)
MSED2013/MSED2014 *7th–8th Grade*
Credits: 10
In this course, students will perform operations on algebraic expressions; learn to solve problems with single variable expressions, equations, and inequalities; write equations in two variables to represent linear relationships and graph equations on the coordinate plane; use systems of equations to solve problems of optimization and other word problems; and study properties of linear and exponential functions and model real-world scenarios using their function notation. Students will learn to combine, translate, and transform functions; create, analyze, and communicate information using various data plots; study basic geometric definitions and perform transformations in two dimensions; extend their learning of rigid transformations to understand the definition of congruence; and prove theorems and solve problems using geometric constructions. These course objectives are based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics.

Math 7 A/B, Math 7 A/B (EL), Math 7/8 (Alt)
MS2503/MS2504, MS2510/MS2511, MS2512/MS2513 *7th–8th Grade*
Credits: 10
Math 7A is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 7A covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning. Math 7B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 7B covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Math 8 A/B, Math A/B (EL), Math A/B (Alt)
MS2032/MS2033, MS2514/MS2515, MS2516/MS2517 *7th–8th Grade*
Credits: 10
Math 8A is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8A covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning. Math 8B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8B covers an array of math genres including the number system, expressions, equations, and geometry. Students will formulate and reason about expressions and equations. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Additionally, students will understand and apply the Pythagorean Theorem. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Math 7 A/B (Online – Edmentum)
MSED2009/MSED2010, MSES193/MSES194 *7th–8th Grade*
Credits: 10
Mathematics is the study of the patterns around us. Using the tools in the course, students will learn more about how to solve problems using expressions and equations. When students understand how to work with numbers in equations, and how to manipulate equations, they can more easily solve problems you encounter in everyday life. In the second semester, students will learn more about geometry statistics, and probability. Geometry is a branch of mathematics that uses formal methods of thinking to show relationships between points, lines, surfaces, and solids. Statistics and probability are closely related subjects. In statistics, students will practice collecting and analyzing numerical data to make decisions. Probability is the study of the likelihood that an event will occur. Knowing more about these three disciplines will help you solve problems students may encounter every day.

Math 8 A/B (Online – Edmentum)
MSED2011/MSED2012, MSES28/MSES29 *8th Grade*
Credits: 10
In Math 8, students explore transformations, solve linear equations, and tackle real-world challenges with two equations. The course also covers functions, enhancing problem-solving skills for everyday situations.

Personal Finance
MS20PF *7th–8th Grade*
Credits: 5
Personal Finance is a real-world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Pre-Algebra A/B
MS2028/MS2029 *7th–8th Grade*
Credits: 10
Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems.

Middle School Math – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Accounting A/B CP (Online – Edmentum)

MSES482/MSES483 *7th–8th Grade*

Credits: 10

This course is intended to help students familiarize themselves with the basics of accounting and accounting functions specific to different kinds of businesses. This course covers the fundamentals of bookkeeping and financial statements. It also covers career opportunities and the key government regulations in the accounting field.

Math Foundations A/B (Online – Freckle)

MS2059/MS2060 *7th-8th Grade*

Credits: 10

English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

Math Readiness A/B/C/D

MSMM01/MSMM02/MSMM03/MSMM04 *7th–8th Grade*

Prerequisite: Teacher approval

Credits: 5-20

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Middle School Social Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

7th Ancient World History A/B (Bright Thinker)

MSBT3001/MSBT3002 *7th Grade*

Credits: 10

The 7th Grade Ancient World History course introduces students to basic geography, early civilizations in Mesopotamia, Egypt, and China, and foundations of western civilization: ancient Greece and Rome. It covers languages, art, literature, societies, and lifestyles of these cultures. The rise and fall of world kingdoms, ending with the fall of Rome in 476, are discussed. Further studies include the Byzantine Empire, rise of nations, and events through the Renaissance and Reformation, exploring the rise of various world cultures.

8th United States History A/B (Bright Thinker)

MSBT3003/MSBT3004 *8th Grade*

Credits: 10

In 8th grade U.S. History, an integrative approach covers geography, government, economics, culture, science, and technology. Students explore early explorations, the development of colonies, and the formation of the 13 states into a nation. They analyze key founding documents like the Declaration of Independence and the U.S. Constitution. A survey of events shows how Americans embraced Manifest Destiny and expanded across North America. Students also analyze complex issues leading to the Civil War and examine post-war challenges.

US History 7-8 A/B, US History 7-8 A/B (EL), US History 7-8 A/B (Alt)

MS3005/MS3006, MS3530/MS3531, MS3532/MS3533 *7th–8th Grade*

Credits: 10

This course will familiarize students with the beginnings of America and how the United States began to develop as a nation. It will cover the discovery of the New World through European exploration and the race to establish settlements in America. Students will learn how the English colonies were established and how they interacted with the Native Americans. The course will discuss the Great Awakening and the Enlightenment and how these ideals affected the development of the colonies. Students will understand the basic rights of a free person as expressed in the Constitution and the Bill of Rights. The second half of the course will discuss the rise of America following the Revolutionary War an how the Articles of Confederation failed and the Constitution succeeded. The course will discuss the concept of manifest destiny and how it affected American policy for decades (e.g. Louisiana Purchase, Gadsden Purchase, Seward's Folly). Students will learn how industrial growth in the North affected the slave system in the South and how this created tension between the two, leading to the Civil War. This course will also explore the expansion west, the wars that came with this expansion, and the resulting gold rush in various western states. This course will also discuss the spirit of reform, how it affected the lives of women, children, African Americans, Native Americans, and immigrants alike. Overall, the course will describe how the United States rapidly developed into a legitimate world power.

US History 8 A/B (2024)

MS3540/MS3541 *7th–8th Grade*

Credits: 10

The first semester of the US History 8 course focuses on developing a deep understanding of how the United States of America came to be. Students will move from the birth of the nation via the American Revolution to the modern developments due to the Industrial Revolution. They will also dive into the defining moments, figures, and texts that are core to our nation's identity now. In the second semester of US History 8 Students delve into various aspects of American history from the early 19th century to the mid-1800s, examining divergent paths and challenges encountered by people in the West and South. They also explore efforts to abolish slavery and uphold the principles of the Declaration of Independence, as well as the multifaceted causes, pivotal events, and far-reaching outcomes of the Civil War. Additionally, students analyze the nature and enduring impacts of Reconstruction, along with the profound transformations in the American economy and society prompted by the Industrial Revolution.

US History 8 A/B (Online – Edmentum)

MSED3011/MSED3012, MSES166/MSES167 *7th–8th Grade*

Credits: 10

In U.S. History 8 Semester 1, students will learn about the process of historical inquiry, and review the events and principles behind the founding of the United States. Students will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. They will also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. In the second semester, students will learn about major events that took place in American history. They will analyze the importance of the Louisiana Purchase, the War of 1812, industrialization, and the Monroe era. They will then examine the Jacksonian era, the impact of westward expansion, the reform movements of the mid-1800s, the abolitionist movement, and the Civil War. Lastly, they will analyze the factors that led to the Civil War, how the war impacted the United States, and explore the Reconstruction period.

World History 7 A/B, CC World History 7 A/B, CC World History 7 A/B (EL), CC World History 7 A/B (Alt)

MS3008/MS3009, MS3018/MS3019, MS3534/MS3535, MS3536/MS3537 *7th Grade*

Credits: 10

In this course, students will survey the social, cultural, political, economic, and technological changes that occurred in Europe, Africa, and Asia from the medieval period into early modern times (500 C.E. to 1789 C.E.). In World History 7A, content that will be covered include: the Fall of the Roman Empire, Medieval Europe, rise of Islam, sub-Sahran Africa, and Medieval China. In World History 7B, content that will be covered include: Medieval Japan, Meso-America, the Renaissance, the Reformation, Scientific Revolution and the Enlightenment period.

World History 7 A/B (Online – Edmentum)

MSED3009/MSED3010, MSES168/MSES169 *7th–8th Grade*

Credits: 10

In World History 7, Semester 1, students will learn about major historical events that took place around the world. They will trace the development of early humans, be introduced to the Neolithic Revolution, study the development of early civilizations of the Middle East and North Africa, analyze the development and characteristics of early civilizations of India and China, explore the origins and beliefs of Hinduism and Buddhism. Lastly, they will learn about the later civilizations of the Mediterranean and the Middle East. In World History 7, Semester 2, students will learn about the developments and characteristics of classical civilizations in Asia and the Americas, trace the development of classical Greece and Rome, analyze the development and characteristics of the early medieval period., learn about the growth of civilizations in Africa and Asia during the late medieval period, and lastly, analyze the transformation of western Europe during the late Middle Ages.

Middle School Social Science – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

American Dreamers A/B

MSAD01/MSAD02 *7th–8th Grade*

Credits: 10

This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

History of the Ancient World

MS8502 *7th–8th Grade*

Credits: 5

This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

Latin American History

MS30LH *7th–8th Grade*

Credits: 5

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

Tolerance Studies
MS9037 *7th–8th Grade*
Credits: 5
This course provides both an historical and chronological background of the civil rights movement. Through the use of multimedia, students will explore the role of blacks during World War II, what impact the Montgomery bus boycott had on the civil rights movement, and how the "Summer of Freedom" helped promote voting rights for blacks. In addition, students will be exposed to numerous stories that demonstrate some of the personal sacrifices individuals made to promote the civil rights movement. This course also explores the events of the Holocaust of World War II. Students will learn of the struggles of some Europeans under the rule of Nazism.

We the People
MS8012 *7th–8th Grade*
Credits: 5
This course is designed to look at the history of the LGBT movement. Students will explore major milestones in the movement including Stonewall, the AIDS epidemic, Proposition 8 and current events affecting the LGBT community. Students will explore how individuals as well as organizations played a role in the visibility and progress of the movement. Students explore the movement through a variety of resources, including books, online resources and videos. Students will complete a book review on a memoir they will read throughout the course and an injustice project that relates to a hardship they have or someone they know has faced in their lifetime.

World Geography A/B
MS3521/MS3522 *7th–8th Grade*
Credits: 10
This course will give students an overview of the geography of the world. It will give them an understanding of the latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

World Geography A/B (Online – Edmentum)
MSES171/MSES172 *7th–8th Grade*
Credits: 10
In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

Middle School Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

7th Grade Science A/B (Bright Thinker)

MSBT4001/MSBT4002 *7th Grade*

Credits: 10

The 7th Grade Science course delves into life science, starting with cells and progressing to genetics, life processes, and cycles of water, nitrogen, and carbon. Students explore the impact of climate and weather on life and the environment. Human body systems, such as skeletal, respiratory, and immune systems, are examined before delving into ecology and interactions between living things and their environments. Lab investigations are integrated throughout the course to reinforce science concepts and skills.

8th Grade Science A/B (Bright Thinker)

MSBT4003/MSBT4004 *8th Grade*

Credits: 10

In 8th Grade Science, students explore an integrated study of earth, physical, and biological sciences. They analyze the relationships between the Earth, Sun, and Moon, and study physical processes like erosion, weathering, and characteristics of rocks and minerals. Oceanography introduces geological, chemical, and biological aspects of the ocean. Students learn about matter, energy, energy application, force, and motion in physics. Plant and animal biology units focus on habitats and earth cycles supporting life. The course ends with an examination of human impact on the earth. Lab investigations throughout reinforce science concepts and skills.

Earth Science A/B

MS4016/MS4017 *7th–8th Grade*

Credits: 10

Students will be introduced to the field of earth science, be familiar with maps, and be acquainted with the concepts of rock and mineral composition, plate tectonics, and earthquakes. Students will be challenged to demonstrate their learning at different thinking levels such as interpretation, prediction, analysis, and evaluation. Earth Science A/B is valuable as an exploratory course for those interested in the scientific field or for those students seeking to increase their understanding of the earth. At the end of each unit there is a virtual laboratory assignment. The instructor can assist students with this portion of the unit.

Integrated Science 7 A/B

MS4020/MS4021 *7th Grade*

Credits: 10

This middle school science course will investigate the basics of chemistry, focusing on the structure of atoms and molecules, chemical reactions, and the conservation of matter. It also delves into Earth's history through the fossil record and examines the impact of human population growth and resource consumption on Earth's systems. Alongside reading in your workbook and reader, you will be reading a selection of texts that will enhance your understanding of the fascinating world of chemistry, Earth's history, and its intricate systems.

Integrated Science 8 A/B

MS4022/MS4023 *7th Grade*

Credits: 10

The 8th-grade integrated science course offers a comprehensive exploration of key scientific concepts aligned with NGSS standards. Students delve into the fascinating realms of heredity and adaptation, waves, electromagnetic forces, gravity, kinetic science, and planetary science. Beginning with an introduction to scientific inquiry, students learn to formulate hypotheses, design experiments, and analyze data. They then explore the history of life, genetics, and the principles of waves, including light waves and communication. The course delves into electromagnetism, gravitational forces, acceleration, and the Earth's role as a system, emphasizing the interconnectedness of Earth's spheres and its relationship with the sun. Through hands-on experiments, investigations, and projects, students develop critical thinking skills and a deeper understanding of the natural world around them.

Life Science 7 A/B, Life Science 7 A/B (EL), Life Science 7 A/B (Alt)
MS4003/MS4004, MS4007/MS4008, MS4009/MS4010 *7th Grade*
Credits: 10
In this course students will learn about the scientific method, cells, basic characteristics and needs of all organisms, the organization of living things into kingdoms, genetics, plant and animal life, and the development and function of organ systems in animals, especially humans. Students will also explore ecological principles including biomes, food chains and webs, and evolution. This course will include both text study and virtual laboratory experiences using CD-ROMs and the Internet.

Life Science 7 A/B (Online – Edmentum)
MSED4021/MSED4022, MSES202/MSES203 *7th–8th Grade*
Credits: 10
Life Science explores the structure and behavior of living organisms. Students will study the diversity of life on Earth and gain an understanding of natural systems and events. In Semester 1, they begin with the study of cells and progress to more complex organisms, including plants and animals. The scientific method is emphasized throughout the course, guiding students in setting up experiments and testing predictions through research, data gathering, observation, and communication. In Semester 2, students delve into topics such as inheritance, energy flow in ecosystems, disease prevention, human reproduction and development, evolution, and the use of fossils to establish the geologic timescale.

Physical Science 7-8 A/B, Physical Science 7-8 A/B (EL), Physical Science 7-8 A/B (Alt)
MS4005/MS4006, MS4011/MS4012, MS4013/MS4014 *8th Grade*
Credits: 10
In this course, students will explore the basics of Physical Science. Students will learn about chemical interactions, the concept of matter and atoms, and acids, bases and solutions. Students will understand the basics of motion, force, and energy, focusing on measuring motion and the nature of force, as well as different sources of energy. Students will also learn the basics of Earth Science, including Plate Tectonics, land formations. and the basic methods of measuring earthquakes. Finally, students will master the basics of astronomy, including th earth in the context of the solar system and the sun, as well as the formation, stars, galaxies and the origins of the universe.

Physical Science 8 A/(Online – Edmentum)
MSED2023/MSED2024, MSES204/MSES205 *7th–8th Grade*
Credits: 10
In this course, students will identify and describe the chemical composition and properties of substances. Additionally, they will study the interactions between matter and energy in physical contexts. Throughout the course, students will apply your reasoning skills through investigation and the principles of the scientific method. In the second semester, students will study different forms of energy and their application in science and industry. Additionally, they will study forces on objects and the motions they produce. Throughout the course, students will apply your reasoning skills through investigation and the principles of the scientific method.

Middle School Electives – World Language

Students may be required to attend a small group instruction class while taking any of the following classes

Spanish 1 A/B (Online – Edmentum)
MSES212/MSES213 *7th–8th Grade*
Credits: 10
In Spanish 1, students will be introduced to various common communication situations, including exchanging names and greetings, describing people based on physical and personality traits, and discussing family members and aspects of social life. They will begin by learning basic sentence structures and grammatical tools, enabling them to listen, speak, read, and write in Spanish while internalizing new vocabulary and grammar concepts. Throughout the course, students will also explore different regions of the Spanish-speaking world through the experiences of central characters in each unit. As students progress in their Spanish studies, they will continue to build upon the knowledge and cultural understanding gained, laying a strong foundation for further language learning.

Middle School Electives – Physical Education

Students may be required to attend a small group instruction class while taking any of the following classes

Physical Education 7 A/B

MS501A/MS501B *7th Grade*

Credits: 10

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Physical Education 8 A/B

MS502A/MS502B *8th Grade*

Credits: 10

This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Middle School Electives – Health

Students may be required to attend a small group instruction class while taking any of the following classes

7th and 8th Grade Health A/B (Bright Thinker)

MSBT7000/MSBT7001 *7th–8th Grade*

Credits: 10

This course aims to equip middle school students with lifelong health knowledge and decision-making skills. Topics include eating disorders, stress management, coping strategies, peer pressure, relationships, and drug use. Adolescence and puberty are discussed, along with safety and first aid, including CPR and use of an AED. Students learn to avoid danger, abuse, and violence, including information about gangs and weapons. Social skills enhancement, respect for self and others, bullying prevention, long-term goal setting, and career outlooks in health-related industries are also covered.

Food and Nutrition

MS8033 *7th–8th Grade*

Credits: 5

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

Health 7-8 A/B
MS7030/MS7031 *7th–8th Grade*
Credits: 10
In this course, students define the health triangle which includes an analysis of physical, emotional, and social health. Students will also define the elements of communication including refusal skills and conflict resolution. This course allows students to understand the value of setting goals as well as analyze factors that influence self-concept. Also explored are the various methods of stress management. Mild emphasis is placed on the assortment of family structures which exist in our society. Students will also explore the ways and importance of personal hygiene as well as the basics of nutritional needs of the human body. It concludes with the creation and implementation of a planned diet with a focus on good menu choices, as well as a discussion about the components of fitness. MS Health has been updated to include required instruction concerning the California Healthy Youth Act and HIV/AIDS prevention education. This course now contains instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV/AIDS. The course provides students with medically accurate knowledge and skills necessary to protect his/her sexual and reproductive health from sexually transmitted infections (STIs) and unplanned pregnancy. In addition, MS Health encourages students to develop healthy attitudes about their growth and development, gender roles, and sexual orientation.

Middle School Electives – Visual and Performing Arts

Students may be required to attend a small group instruction class while taking any of the following classes

ACE Music & Audio Recording (MS)
ACE6003MS *7th–8th Grade*
Credits: 1
In this course, students will learn the basic skills and processes of music & audio recording & mixing. Students will learn how to set up and operate industry-level recording equipment and learn how to record both live music and audio for podcasts. Students will learn how to mix their own live recordings for optimal sound quality.

ACE Performing Arts Experience (MS)
ACE6008MS *7th–8th Grade*
Credits: 1
Students will learn about creative outlets and careers in the performing arts through immersive hands-on lessons and workshops. Students will work with industry professionals, gain industry skills and insights, and develop their own creative voice through a range of performing arts.

Art (Bright Thinker)
MSBT6001D *7th–8th Grade*
Credits: 5
Middle School Art integrates visual literacy skills, critical thinking, imagination, and the senses to explore the world through elements of art and principles of design. Students draw from life experiences to create original works of art, emphasizing creative expression across various mediums like drawings, paintings, sculptures, and digital art. Historical and cultural contexts in art are explored, along with critical evaluation and response to artworks. The course culminates in an exploration of art and career opportunities, alongside the creation of a professional art portfolio showcasing students' work.

Arts & Craft. A/B
MSAC01/MSAC02 *7th–8th Grade*
Credits: 10
Arts and Crafts A begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts and will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation. Arts and Crafts B is more about the imagination of arts and crafts. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, students will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Basic Drawing
MS6005 *7th–8th Grade*
Credits: 5
This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Cartooning
MS6016 *7th–8th Grade*
Credits: 5
This course consists of a sequence of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. By the end of the course, students will have a notebook filled with original drawings of cartoon characters and the magical worlds they live in as well as hundreds of ideas for developing more. Note: This course is particularly designed for students who really enjoy drawing.

Music (Bright Thinker)
MSBT6001D *7th–8th Grade*
Credits: 5
In middle school music, students take a classical approach to learn about orchestral instruments, vocal ranges, and exemplary performances. They also learn music notation, sight-reading with solfège and Curwen hand signs, and critically analyze art music performances. The course covers distinctions between genres and styles, as well as the components of sonata form. Additionally, students gain a broader understanding of music through engaging and interactive learning tools.

Theater (Bright Thinker)
MSBT6002D *7th–8th Grade*
Credits: 5
In Middle School Theater, students explore realities, relationships, and ideas through theater, dialogue, music, and dance. The course emphasizes foundations such as inquiry, creative expression, historical and cultural relevance, and critical evaluation. Through projects and exercises, students develop artistic thinking, interpersonal skills, and integrate knowledge across content areas. They communicate in dramatic forms, build self-concepts, and understand human relationships and the world through drama elements and theater conventions. Historical and cultural studies increase understanding of theater heritage and world cultures, while critical evaluation fosters appreciation and evaluation of live theater performances.

Middle School Electives – Life Skills

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Success (Online – Edmentum)

MSES355 *7th–8th Grade*

Credits: 3

This elective course is intended as a practical, hands-on guide to help students improve study habits and enhance their prospects for academic success, now and in the future. The orientation section of this course prepares students to be successful in an online environment.

Basic Study Skills

MS1024 *7th–8th Grade*

Credits: 5

Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

College & Career Explorations (Bright Thinker)

MSBT8001D *7th–8th Grade*

Credits: 10

Embark on a journey of self-discovery and career planning with our "Career and College Explorations" course. Students will explore questions like "Who am I?" and "What am I meant to do with my life?" using decision-making and problem-solving skills. They'll integrate knowledge from various disciplines to make informed decisions about college and career plans, exploring high-demand career paths and aligning their goals. The course also covers career clusters, labor market research, job-seeking skills, and employment document creation, aiming to build a strong foundation for success in high school and beyond.

Character Education

MS8042 *7th–8th Grade*

Credits: 5

Character Education is a 5-unit small group instruction class that introduces students to the character traits most important to success in our unique school model. Traits of grit, responsibility, optimism, and gratitude are explored, as well as personal reflection on mindsets and experiences that will guarantee students more success in the future. Upon completion of this course, students will be able to: 1) identify examples of people displaying/not displaying the key character traits 2) strengthen a work ethic that is influenced by the ability to ask questions when needed by a teacher with whom they have a positive relationship 3) learn to take personal responsibility for content mastery by finishing assignments to the best of their ability in a timely manner 4) engage in a process where they apply 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.

Independent Living

MS8008 *7th–8th Grade*

Credits: 5

The Independent Living course explores the challenges individuals may encounter when living independently. Students will explore topics such as housing decisions, self-sufficiency in terms of food, and cultivating a fulfilling lifestyle. The course emphasizes the importance of personal responsibility, decision-making skills, and understanding financial and career choices. Students will also gain essential knowledge in areas such as childcare, money management, civic responsibility, basic sewing techniques, and culinary skills. This course equips students with the necessary tools and knowledge to navigate the demands of independent living successfully.

Literacy Advancement A/B (Online – Achieve 3000)

MSES274/MSES275 *7th–8th Grade*

Credits: 10

Literacy Advancement is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

Literacy Empowerment A/B (Online – Achieve 3000)

MSES297/MSES298 *7th–8th Grade*

Credits: 10

Literacy Empowerment is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

My Language Arts Path A/B/C/D/E/F

MS90181/MS90182/MS90183/MS90184/MS90185/MS90186 *7th–8th Grade*

Credits: 5-30

My Language Arts Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's language arts, testing, and technology skills.

My Learning Path I

MS90122 *7th–8th Grade*

Credits: 3

My Learning Path I utilizes a series of interactive assessments to measure core academic skills, as well as personal strengths and career interests. Through a series of written, interview, and research activities, students connect with resources supporting their academic and career interests. After assessing and reflecting on areas of strength and challenge, students create a personalized academic plan and portfolio presentation; aligned with their identified career interests and personal goals. Students also develop computer-based test-taking and technology skills, as well as digital media creation and distribution skills.

My Math Path A/B/C/D/E/F

MS90169/MS90170/MS90171/MS90172/MS90173/MS90174 *7th–8th Grade*

Credits: 5-30

My Math Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

My Reading Path A/B/C/D/E/F

MS90175/MS90176/MS90177/MS90178/MS90179/MS90180 *7th–8th Grade*

Credits: 5-30

My Reading Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's reading, testing, and technology skills.

New Student Seminar

MS9053 *7th–8th Grade*

Credits: 2

The course will help new students transition from their previous school to the new learning environment. The course will prepare students for the blended learning model and meet the social and academics challenges they may encounter over the ensuing years. Giving student's time and support to adjust to our school's culture and expectations will create a more cohesive, prepared and academically motivated student. Students will build rapport with teachers and staff with the purpose of making the student feels comfortable in asking questions and seeking support. It is the school's belief that students are more likely to succeed academically when they are in a caring and supportive learning community.

Student Assistant 7 A/B

MS9023/MS9024 *7th–8th Grade*

Credits: 5

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Assistant 8 A/B

MS9025/MS9026 *7th–8th Grade*

Credits: 5

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Tech In Testing

MS90112 *7th–8th Grade*

Credits: 5

Students taking the Tech in Testing class will be prepared with skills and strategies for test-taking. They will be exposed to Universal Tools, online features, Equation Editors, virtual manipulatives, and technology enhanced items. During content-specific units, students will become familiar with the format of questions in regards to the power standards for English and Math.

Technology Literacy A/B

MS90133/MS90134 *7th–8th Grade*

Credits: 10

Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship. Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, students will be prepared to successfully complete Google's G Suite industry certification examination.

Middle School Electives – General

Students may be required to attend a small group instruction class while taking any of the following classes

Applied Medical Terminology A/B CP (Online – Edmentum)

MSES484/MSES485 *7th–8th Grade*

Credits: 10

Built on the same sound pedagogy and proven course design methodologies as all of the Edmentum courses, Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. Students will learn about the history of medical terminology and identify the basic components of medical terms. They will learn about various medical abbreviations, acronyms, and symbols used in health care. Additionally, they will discuss the structure, planes, and cavities of the human body and their respective positions. Students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system and they will explore health science specializations related to each body system. Finally. students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system. Additionally, they will explore health science specializations related to each body system.

Independent Project 1A/1B

MS9090/MS9091 *7th–8th Grade*

Credits: 5-10

This course allows teachers to create a unique curriculum aligned with standards and addressing multiple disciplines. Teachers collaborate with their principal to develop a course proposal, ensuring it meets educational goals. The course emphasizes integrating various subjects and encourages cross-curricular learning. Teachers have the flexibility to incorporate academic domains based on their expertise and objectives.

Middle School Electives – Pathways Trips

Students may be required to attend a small group instruction class while taking any of the following classes

Career Exploration at Blackbird Farm

MS9097 *7th–8th Grade*

Credits: 5

Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: CSI

MS90207 *7th–8th Grade*

Credits: 3

In this Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: Farm Forensics

MS90281 *7th–8th Grade*

Credits: 3

In this Pathways Farm Forensics program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: Leadership Camp

MS90282 *7th–8th Grade*

Credits: 3

In this Pathways Leadership Camp students will be exploring and learning about leadership skills and how to apply them to their daily lives and in service to others.The class will be a balanced mixture of social emotional learning, hands-on activity planning and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; planning an activity for their fellow students, learning team building activities, reading and processing a leadership book, and growing in their leadership skills.

Pathways: Rocky Mountain Ranch

MS90213 *7th–8th Grade*

Credits: 3

The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include: Native American history and traditions, animals of the ranch and Colorado, and history and landscape of Colorado. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Pathways: Viking Adventure

MS90261 *7th–8th Grade*

Credits: 5

Pathways Viking Adventure takes students on a journey through 3 Scandinavian countries. On our Viking Adventure students will learn about Viking history in Sweden, Norway, and Denmark. Through hands-on experiences and curriculum students will learn about the unique history of the Viking age. This course will cover Viking tales, mythology, contributions to the world and the true meaning of the word viking. Through this course students will explore the concept of sacrifice, understand its importance in personal growth and relationships, and develop empathy and gratitude through reflection and discussion. Students will learn to practice 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.

Middle School Electives – Workforce Skills Training

Students may be required to attend a small group instruction class while taking any of the following classes

Financial Literacy and Entrepreneurial Skills

MS90132, MSED9118 *7th–8th Grade*

Credits: 2

Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real-world applicable with examples of each major concept.

Exhibit C
Student Master Agreement

MASTER AGREEMENT

Student Name

This Master Agreement applies to the student identified as:

Legal First Name	Legal Middle Name	Legal Last Name	Suffix (Jr., Sr., III)
Birth Date		**Age (at form submission)**	

Enrollment Information

School of Enrollment Options for Youth – San Gabriel	**Enrollment Period** 2026 - 2027
Beginning Date 07/01/2026	**Ending Date** 06/30/2027

Conditions

OBJECTIVES, METHODS OF STUDY, METHODS OF EVALUATION, AND RESOURCES

The student will complete all courses during the semester as they are outlined in the charter school program/course descriptions. All course objectives will be consistent with the expected school wide learning results and state content standards. It is the goal of School that all students will communicate effectively; will sufficiently understand and function in the world around them; will appreciate the history of mankind and its diversity and comprehend the political process; will apply mathematical principles and operations to solve problems; will apply scientific concepts and skills to explain their world and find solutions to its problems; and will realize their own special interests, talents and abilities.

The method of study requires the student to meet with his/her Independent Study Teacher(s) (IS Teacher(s)) at the agreed upon appointment times while working independently. Student may also be required to attend classes or programs, which meet at times other than the designated appointment times, including but not limited to small group instruction, sessions with counselors and resource specialists, State Mandatory Assessments, and anything determined appropriate by the School to meet the student's educational needs.

Student's course work will be evaluated by one or more of the following criteria:

1. Presentation of evidence showing assignment completion;

2. Written tests;
3. Demonstration of skills;
4. Oral Presentation;
5. California Assessment of Student Performance and Progress;
6. Other

The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement may also be further described in other subsidiary agreements and policies, such the School's Board Policy for Independent Study, Course Description and Assignment Guide, Course Contracts, Planning Guide, Regular Work Assignment and Student Handbook, which are hereby incorporated as part of this agreement. The Student Handbook is available on the School's website and is distributed annually.

CHARTER POLICIES

The student and parent/guardian/caregiver agree to comply with the following:

1. Student will meet with the IS Teacher(s) at the designated "Reporting" time, day, and place on this agreement and on the Regular Work Assignment. Any changes agreed upon by student, parent and IS Teacher(s) will be recorded on the Regular Work Assignment.

2. Student will work Monday through Friday (with the exception of school holidays) to complete assigned course work. Student will verify school days worked by initials and signature on attendance log during the twice weekly IS Teacher(s) appointments. Parent/guardian/caregiver will help to ensure the student does schoolwork on all scheduled school days.

3. Student will complete and submit all assigned work for each school month. No more than 20 school days may pass between the assignment date and the date completed. Student and parent/guardian/caregiver understand that:

(a) An evaluation will be made to determine whether it is in the student's best interest to continue enrollment in Independent Study if 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, fails to make satisfactory educational progress as defined below, or misses four IS Teacher(s) appointments without a valid reason. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of 3 years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school.

(b) 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") and based on all of the indicators set forth in the Board Policy for Independent Study.

(c) While completing one credit per week meets the minimum work requirement to be enrolled in the charter school, completing more than one credit per week as recommended by the IS Teacher(s) or counselor may be necessary in order for student to make up deficient credits if student wants to return to their resident school or graduate with their class.

4. Student will be on time for appointments and call to reschedule with IS Teacher(s) any missed appointments.

5. Students will take an academic assessment upon enrollment for purposes of grade level placement.

6. Student will take all course, benchmark and state assessment tests assigned.

7. Student will NOT be enrolled in another public school or private school that charges tuition while enrolled in the charter school. Because charter schools are publicly funded schools, student and/or parent/guardian/caregiver understand that dual enrollment in a charter school and another public school or a private school that charges tuition is against the law. The only exceptions would be concurrent enrollment in an ROP program, college or university, or adult school in accordance with applicable legal requirements.

8. Student must follow the behavior expectations and the rules and regulations outlined in the Student Handbook, as well as any other applicable school policies.

9. If a student has an IEP, the student may participate in Independent Study if the student's IEP provides for that participation, in accordance with California Education Code Section 51745(c).

10. Student recognizes that lack of transportation to the school site is not an acceptable reason for missing meetings with IS Teacher(s) or not completing assigned work, with very limited exceptions.

11. Student must complete at least 10 verified hours of community service during student's junior (11th) or senior (12th) year.

12. The school will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, translation services, subject tutoring, access to counselors and all other support services as noted in the School's Section 504, Special Education, ELD Master Plan, Foster Youth and Education of Homeless Youth Policies.

VOLUNTARY STATEMENT

Student and parent/guardian/caregiver understand that Independent Study is an optional educational alternative that student voluntarily selects and that a classroom option is always available at a public school through the student's district of residence. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section

48915 or 48917, instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

EQUITABLE PROVISION OF RESOURCES AND SERVICES

Student is entitled to textbooks and supplies, supervision by his/her IS Teacher(s) and all the services and resources received by other children enrolled in his/her grade in regular school. This includes access to the connectivity and devices adequate to participate in independent study and complete assigned work, including but not limited to a computer, tablet, and/or internet access. If your student needs additional resources in order to successfully access the educational program, please contact the student's IS Teacher(s).

REPORTING

Manner of Reporting

Student is required to report to their IS Teacher(s) as scheduled, in the form of one on one meetings.

Enrollment Location Title	
Enrollment Teacher(s)	**Appointment Days and Times**

During the above scheduled twice weekly appointments, Student will submit completed assignments and/or complete course examinations, either in person or virtually. School will also offer opportunities for live interaction and/or synchronous instruction as applicable to Student's grade level, per Education Code section 51747(e) and as described in the Board Policy for Independent Study. The School will communicate with the Student's parent/guardian (or adult Student) about their academic progress at the conclusion of each academic month by way of a written progress report. This report can be delivered electronically or by mail.

COURSES

Course Requirements

Student must be assigned specific subjects/courses with credit value. Upon completion of this agreement, Student will earn academic and attendance credit for their enrolled courses. Student's course of study is reflected in the School's student information system and is incorporated herein.

Please refer to the Course Contract for specific titles, ability level (basic, advanced, college prep), and credits used to achieve the listed course and credit goals. One or more subjects/courses may

be added to the agreement if the IS Teacher(s) and student sign a Course Contract for the new course(s).

ACKNOWLEDGEMENT

Master Agreement Acknowledgement	Terms
✓ I AGREE	*I/We have read the terms of this agreement and hereby agree to all conditions set forth. For continued enrollment, a new agreement form must be signed each school year. This agreement shall be in effect from the Beginning Date through the Ending Date listed above.*

STUDENT SIGNATURE

Signature Required
*By selecting "**I AGREE**" and providing my digital signature, I have read the terms of this agreement and hereby agree to all conditions set forth. My digital signature is intended to have the same effect as a handwritten signature.*

Student Signature

_____

PARENT/GUARDIAN SIGNATURE

Signature Required (if Student under 18 years of age)
*By selecting "**I AGREE**" and by providing my full name and digital signature below, I have read the terms of this agreement and hereby agree to all conditions set forth. My digital signature is intended to have the same effect as a handwritten signature.*

Parent/Guardian Signature

_____

STAFF SIGNATURE(S)

Note: After the student has been enrolled, staff associated with this enrollment will appear below. (Prior to a student's class assignment -- while registration is still in progress -- staff signature pages may be blank.)

Supervising Teacher Signature

_____

Name:

Date:

If applicable, certificated employee designated to supervise special education programming

_____

Name:

Date:

Exhibit D
English Language Development Plan

OPTIONS FOR YOUTH SAN GABRIEL PUBLIC CHARTER SCHOOL

ENGLISH LANGUAGE DEVELOPMENT MASTER PLAN

Options For Youth
Public Charter Schools

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Mission Statement

At Options For Youth Public Charter Schools, our instructional practices are fundamentally student-centered and equitable. We maximize time with students in a caring learning environment through rigorous and differentiated instruction. Setting high expectations for instructors and students results in both student learning and credit progression. We take a research-based approach to instruction while keeping in mind that our unique student population and teaching modalities require us to be flexible, collaborative, and responsive, always keeping the learning, socio-emotional needs, and postsecondary goals of our students at the center.

Message from the Team

"Every member of the Options for Youth community is committed to helping each student succeed in school and in life. We wholeheartedly believe that student success comes from valuing every student and providing individualized support while they work towards their academic and career goals. Options for Youth San Gabriel (OFY-San Gabriel) values its diverse student population, and this master plan will help us to ensure that students with varying language backgrounds and needs receive the attention, tools, and support they need to be successful."

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OFY-San Gabriel Team

Acknowledgements

We would like to thank and acknowledge the dedicated efforts and collaboration of teachers, site and charter administrators, and support staff. Their expertise and ideas resulted in a robust and comprehensive plan to ensure English learners receive high quality English language and academic instruction throughout their entire school career at OFY-San Gabriel. We especially want to express our gratitude to these dedicated individuals for their time, insight, and assistance in the development of the English Language Development Master Plan.

Jodi Moreno
Bryce Egardo
Sarai Acosta-Alonzo
Karine Ghanimian
Andrea Dalde
Alejandra Montoya
Brianna Marchand
Dawn Steele
Marcilyn Jones
Gloria Villavicencio

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About Options for Youth San Gabriel

At Options for Youth San Gabriel (OFY-San Gabriel), our effectiveness stems from a focus on building close relationships with our students and creating a safe learning environment that allows them to thrive. The following are hallmarks of our program:

Bilingual Scholars: Our Bilingual Scholars program is named after the two major attributes our students embody and that our school is committed to nurturing. Our bilingual students have access to EL Specialists, who are specially trained to support our English Learner students and teach through a designated ELD curriculum.

Student Commitment: Students attend our school by choice. All students sign a contract affirming their commitment to earning a high school diploma by voluntarily adhering to our enrollment requirements that include meeting conditions related to attendance, work completion, assessment, and graduation requirements.

College & Career: Students are educated on college and career options, as well as provided ongoing opportunities and resources throughout the school year to better prepare for their post-secondary futures. This includes job skill development workshops, certification and work experience offerings, networking opportunities, and post-secondary education preparation.

Guided Personalized Instruction: Our students receive personalized attention from qualified teachers who care about them and their success. We encourage our students to work hard on challenging tasks and help them focus on the idea that their struggle is an opportunity for growth and adopt a growth-mindset to focus on the process of learning and not the end result as the reward. This process gives students a sense of purpose and re-energizes their desire to learn, resulting in accomplishing meaningful academic and personal goals.

Subject Matter Focused: In many cases, students focus on just one or two subjects at a time, helping students be in control and focused, and encouraging them to gain self-confidence.

Direct Instruction: Students can take advantage of tutorials and a small group, direct instruction with a highly-qualified credentialed teacher when a direct instruction format is most appropriate.

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Flexible & Self-Paced: Students work independently and at a pace tailored to each individual's ability and learning level as teachers keep them on track to graduate in an appropriate time period.

Open Enrollment: In our year-round program, students can enroll at any time and have access to their teachers and school 240 days a year.

Continuous Learning: Our schools are open twelve months a year. This means more time spent learning with minimal interruptions. This allows students an opportunity to have greater access to qualified teachers, more time to catch up on credits or work at an accelerated pace, and a safe learning space throughout the year.

Accountability: Our students are monitored and assessed on a regular basis to ensure progress in meeting the required Common Core State of Standards. All students are required to participate in all state-mandated testing.

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English Language Development Master Plan

According to the California Department of Education (2022), in the 2022-2023 school year, approximately 1.113 million English Learners (EL students) studied in California public schools, of which 34% are enrolled in grades 7-12. Though there are over one hundred languages spoken in California, 93% speak one of these ten languages: Spanish, Vietnamese, Mandarin, Arabic, Cantonese, Russian, Farsi (Persian), Filipino (Pilipino or Tagalog), Punjabi, and Korean. These students may come from non-English-speaking homes and typically require specialized instruction in simultaneously mastering both the English language and their academics. Additionally, there is a subgroup of students whose native language is English, but need additional support in acquiring academic English literacy (Okoye-Johnson, 2011). In this document, they will be referred to as Standard English Learners (SEL students).

OFY-San Gabriel strives to provide quality and equitable opportunities for academic achievement, workforce preparedness, career preparation, and planning through an Academic Learning Plan (ALP) to all of its students who exhibit less than reasonable fluency in English. The English Language Development Master Plan (ELDMP) is a practical guide for all staff to use as they provide equitable services to every EL and SEL student. It is to be reviewed every three years for possible modifications.

In order to ensure full implementation of the ELDMP, OFY-San Gabriel requires mutual accountability between the instructional staff and administrators to provide ongoing assistance in helping the school develop and implement practices that are consistent with the most current ELDMP and to monitor its implementation.

This Master Plan for EL and SEL students has been developed in accordance with current research as well as state and federal laws for the purpose of accomplishing the following goals:

- To guarantee the delivery of quality instructional programs for all EL and SEL students throughout our school
- To ensure that our instructional program meets the needs of our EL and SEL population
- To provide procedural information on the identification, assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English

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- To provide ongoing professional development and inclusion of high-effective teaching practices that respect, affirm, and build upon the language and culture of each child
- To define how our EL program is evaluated annually for efficacy

OFY-San Gabriel has developed a broad and innovative range of program options and supports for our EL and SEL students to guarantee they have equal access to quality instruction. The developed supports are aligned with the needs identified through the Comprehensive Needs Assessment. Additionally, instructional efforts are designed with the intention of providing the appropriate level of English Language Development (ELD) so that students move toward proficiency in academic English while also providing scaffolded instruction that allows full access to the core curriculum.

In conjunction with the California English Learner Roadmap policy, we affirm, welcome, and respond to the diverse range of English Learner strengths, needs, and identities by providing our students with an asset-based education. Our program celebrates and builds upon the cultural and linguistic assets students bring to their education in a safe and affirming school climate.

Our program is predicated on equitable access, and we celebrate students' race, ethnicity, and linguistic backgrounds. We value each student's cultural heritage and use their experience to help build foundational literacy skills.

In addition to helping our EL and SEL students acquire academic literacy, we are preparing them to navigate their college and career path, enhance their citizenship, and become global citizens in the 21st Century. In order to help our students' innovative ideas flourish, our students have opportunities to explore, experiment, imagine, learn, and discover the various learning opportunities we offer to enhance their intrinsic motivation and passion and give them purpose.

According to Wagner (2008, 2012), in order to be prepared for the 21st Century, students need to possess the following survival skills:

- critical thinking and problem solving
- collaboration and leadership
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- the ability to access and analyze information

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- the ability to be able to have and use curiosity and imagination
- play
- passion
- purpose

We understand the obligation to prepare all students for the 21st Century. Therefore, we have incorporated these skills into the curriculum as exemplified in the following table so that all students can be prepared for their academic pursuits and careers of the future.

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21st Century Skills

Learning and Innovation Skills

- Critical Thinking
  - Reasoning, systems thinking, making judgments and decisions, solving problems
- Communication and Collaboration
  - Articulating ideas, listening, collaborating productively
- Creativity and Innovation
  - Creative thinking, learning from mistakes, implementing innovations

Digital Literacy Skills

- Information Literacy
  - Accessing, using, managing, and evaluating information; understanding ethical issues about using this information
- Media Literacy
  - Analyzing media's messages, purposes, and potential to influence beliefs and behaviors; creating media products
- Information and Communication Technology Literacy
  - Using technology as a tool to research, organize, evaluate, and communicate

Workforce and Career Skills

- Flexibility
  - Adapting to changing roles and responsibilities; handling of praise/criticism
- Initiative
  - Managing goals and time; Working independently
- Social and Cross-cultural Skills
  - Interacting effectively in diverse teams; developing an inclusive and equitable mindset
- Productivity
  - Managing projects, tasks, and time; collaborating effectively
- Leadership
  - Guiding and inspiring others; maintaining integrity
- Soft-skills Preparation
  - Being responsible, developing communication skills, problem-solving, stress management, conflict resolution, and organization
- Adaptable Job Skills Training
  - Exposure to current in-demand jobs and workplace expectations

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Introduction

The mission of Options For Youth - San Gabriel (OFY-San Gabriel) is to create 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. OFY-San Gabriel helps students develop supportive relationships to better manage work, life, and family responsibilities. Our vision is to re-engage all students and empower them to become lifelong learners who contribute to their community and are productive members of society.

Most importantly, OFY-San Gabriel believes a vital component of preparing students for college and career readiness is meeting the needs of the whole student. Therefore, social-emotional learning through experiential activities and community service is embedded into the educational model. Developing positive and healthy social-emotional habits and responses develops students' life skills, which produces positive lifetime outcomes.

Our year-round academic program offers our at-promise youth a blended learning program that includes independent study courses, direct instruction courses, and online courses as an alternative to a traditional classroom program. Students who have not been successful or satisfied with their experience in traditional schools can achieve in our program. OFY-San Gabriel combines personalized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum to ensure all students, regardless of their previous education experiences, can exercise multiple options for engaging post-secondary learning or entering the professional market. Students are enrolled in courses that provide a pathway to earning a high school diploma as well as a pathway to return to a comprehensive or alternative school program at grade level.

We fully embrace the Lau v. Nichols (1974) Supreme Court decision that states:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education …. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible

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and in no way meaningful.

In order to ensure that our EL and SEL students' linguistic and academic needs are met, we integrate highly-effective instructional practices and linguistic support so they have unrestricted access to the entire curriculum ensuring the content is comprehensible and meaningful to each student.

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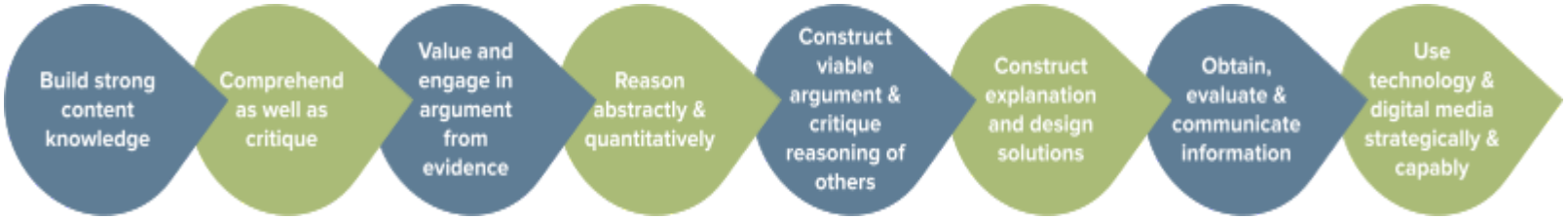
Guiding Philosophy

Teachers and students are "reflective practitioners." Teachers continuously examine and reflect upon their teaching practice, applying strategies in ways that meet the unique needs of their student populations. Students actively engage and participate in the curriculum and begin to actively plan and assess their own learning.

Specific learning goals for students in all content areas include:



Specific teaching goals for all educators (these goals are not limited to the classroom or independent study teachers, but all stakeholders including but not limited to instructional leaders, instructional coaches, and tutoring staff):

- Afford opportunities for students to engage in metalinguistic and metacognitive processes and help students to discover how language works in complex texts.
- Scaffold student ability to engage in sophisticated interactions with text to "develop conceptual, academic, and linguistic skills" and to engage in deliberative discourse.
- Help students use language as a tool for reasoning and understanding.

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Guiding Theoretical Principles for Educating English Learners

The main goal of our program is to help students build strong English language proficiency skills while assisting them in developing a solid foundation in academic literacy. To achieve this, we adhere to the following guiding principles: know and understand our learners' backgrounds, create conducive conditions for language learning, provide high quality instruction for language development, and collaborate with other educational partners to improve and build a community of learners. These principles align with the California State Board of Education's English Learner Roadmap, a policy for the development of quality English learner programs leading to college and career preparedness and multilingual aptitudes. OFY-San Gabriel embodies the larger California vision that our English learners can fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

OFY-San Gabriel Guiding Principles:

1. **Assets-oriented:** Students' native language and cultural background are valued as an asset and taken into consideration during instruction. Our school culture and educational environment is predicated on inclusion and equitability. All staff value the diversity of experience that the students bring into the classroom and use the experience to build background knowledge.

2. **Inclusive Language Learning Environment:** Our school highlights and celebrates diversity and achievement by fostering positive attitudes around diverse and complex cultural and linguistic identities. We build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates where students are encouraged to freely practice and engage with language in various modalities and share and discuss cultural practices.

3. **High-Quality Instruction**: EL students engage in intellectually and developmentally appropriate learning experiences that foster high levels of English proficiency. OFY-San Gabriel offers small group designated ELD classes as well as integrated direct instruction classes for core subjects like: English, Math, and Science. This instructional framework integrates language development, literacy, and content learning. EL students have access to the full standards-based curriculum, all school-wide enrichment programs, and all the resources to develop proficiency in English.

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4. **The Sheltered Instruction Observation Protocol (SIOP) Model:** This research-based instructional approach allows teachers to deliver content in a comprehensible format for EL students. Therefore, the SIOP Model is the model applied in our instructional programs. Our aim for all of our students is to reach high-quality intellectual accomplishment that enables them to construct new knowledge. In constructing this knowledge, they are able to express their own ideas with a value that goes beyond school and is relevant, applicable, and real to their own world and their lives beyond school.

5. **Frameworks that Support Effectiveness:** Our school has leaders and educators who are knowledgeable about and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. A wide range of resources and support are provided to ensure strong programs in addition to building the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

6. **Alignment Across Systems:** Our school leaders and educators aim for English learners to experience a coherent, articulated, and aligned set of practices and pathways across all grade levels where distinguishing strengths and areas of growth continue through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first-century world.

These principles guided the development of the Options for Youth - San Gabriel English Learner Master Plan to provide parents, teachers, and educators guidance for establishing an English learner program that is designed to reduce and close academic gaps while attaining English proficiency.

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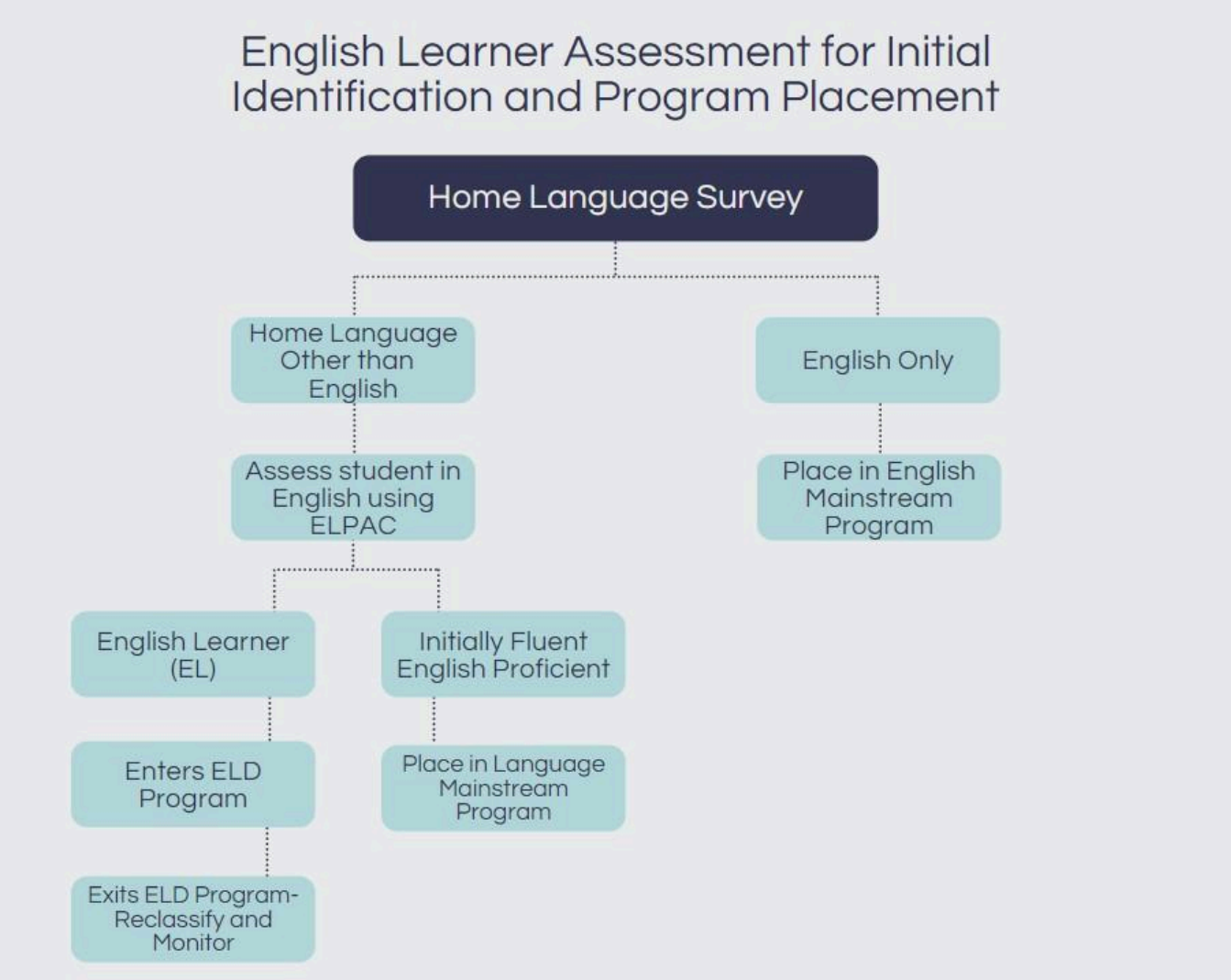
The Enrollment Process



Home Language Survey

- As part of the enrollment process (Appendix A), the student's parent/legal guardian (or student if over 18), will engage with the center coordinator and the ELD department to determine if a Home Language Survey is needed. If the student has been previously enrolled in a California Public school, the information for the ELAS status is then updated from CALPADS into the SIS (student information system) at OFY- San Gabriel. If the student document determines the primary language indicates a language other than English on the HLS, then the student is referred to the English Language Support Professional (ELSP) staff.

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- Information from the Home Language Survey is entered into the student information system and verified by the English Language Support Professional (ELSP) staff and CALPADS. In addition, the staff can request previous language assessment records from English Language Proficiency Assessments for California (ELPAC) from the student's previous school or the TOMS testing database.
- After the student is identified as needing an Initial ELPAC assessment, the English Language Support Professional (ELSP) staff will administer the assessment and update the results in the SIS and CALPADS database. These results determine the language proficiency status of students who have newly enrolled in a California Public School for the first time.

Initial Language Assessment

A trained and certified ELSP administers the ELPAC within thirty calendar days from the date of enrollment. Once the assessment is completed, the local scoring process will occur as follows:

- Listening and Reading domains for all grades will be scored automatically in the test delivery system.
- The Speaking domain will be locally scored, and then the test examiner will enter the student responses and scores into the Data Entry Interface (DEI).
- The Writing domain responses will be scored locally in the Teacher Hand Scoring System (THSS).

The results are used to determine initial language proficiency. Parents of students will receive a copy of the student score report outlining the results and the associated language proficiency status determination.

The calculated language proficiency status results of either EL or initial fluent English proficient (IFEP) will be sent from the Test Operations Management System (TOMS) to the California Longitudinal Pupil Achievement Data System (CALPADS) through a nightly file transfer. The information will then be transferred into the OFY-San Gabriel student information system.

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Designations:

Level	Description
Initial Fluent English Proficient (IFEP) 450-600	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts. They may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (*2012 English Language Development Standards*).
Intermediate English Learner 370-449	Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal). They may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *English Language Development Standards.*
Novice English Learner 150-369	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts. They need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *English Language Development Standards.*

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- If a student's overall ELPAC results are scored as minimally to moderately developed (score of 1-500), the student is designated an English learner (EL). See Appendix B for Performance Level Descriptors.
- If a student's overall ELPAC results are scored as well-developed (score of 501- 950), the student is designated as initial fluent English proficient (I-FEP).

Parent Notification of Results and Program Placement

- Parents/guardians are notified of both their child's language assessment results and the recommended instructional program. Additionally, parents are invited to meet to discuss program placement, all available support options, and, if applicable, the process and milestones their child will need to meet to exit the ELD program through the reclassification process. See Appendix C.
- Parents/guardians are notified of the opportunity to request a classification review. The classification review and any language proficiency status corrections, if applicable, must be completed before the first ELPAC summative assessment is administered to the student.
- Parents/guardians are notified that ELD services waivers to opt-out/in are available and must be renewed each school year. They are also advised that ELD services waivers to opt-out do not exempt EL students from participating in state-mandated assessments, and that the ELPAC summative assessment is a state-mandated requirement.

Annual assessments continue until the student is redesignated as fluent English proficient (RFEP).

Student Placement and Assessment

Placement:

Using the Structured English Immersion (SEI) model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program, ELD program placement and individually tailored language support strategies are added to each EL student's ALP to ensure equitable access to all programs offered at OFY-San Gabriel. The ALP outlines the actions implemented to ensure the student has equitable access in each core subject area, designated ELD instruction blocks, and any other additional services recommended to create a solid foundation of linguistic support and to metrics against which to measure and monitor progress. The SEI Model involves multiple components, including Independent Study Integration, English Language Support Professionals (ELSPs), Designated Instruction, Direct Instruction Classroom Format, and Student Assessment and Placement. All components are considered in the development of each students' ALP which includes feedback from the student, parent(s), teachers, ELSPs, and any other support staff so that all

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educational partners have the opportunity to provide input into developing a well-rounded comprehensive approach to helping the student meet both their linguistic and academic needs.

Newcomer Placement

- Students who have been identified as having fewer than three years of English Language Development services are part of the newcomer population of EL students. Students and staff rely on translation support in the student's L1 either through in-person or technological means to scaffold their English learning and provide access to course content. Math, physical education, and health courses are thoughtfully paired with a curriculum specific to newcomers to integrate these students into our independent study program while providing English language support.

EL Placement

- Students who have received four to five years of English Language Development services are encouraged to attend at least one direct instruction class to increase their exposure and use of academic language. In addition, these students have the opportunity to take a curriculum specifically designed to improve their language proficiency.

LTEL Placement

- Students who have received six years or more of English Language Development services are part of the Long-Term English Learner population of EL students. These students are encouraged to attend multiple direct instruction classes to increase their exposure to academic language, aiding in their progress toward reclassification. Curriculum for these students primarily focuses on improving their academic reading and writing skills to be college and career ready.

Student Enrolling from Out-of-Country

- For any student enrolling from outside of the United States, foreign transcripts will be translated and assessed to determine both academic credits and English language proficiency to determine placement within the appropriate educational program.

Assessment:

Renaissance, the Computer Adaptive Test (CAT) benchmarking system for assessing reading and math proficiency used at OFY- San Gabriel, is administered to students three times per school year. No two tests are identical; therefore, making it student-centered. The results are used to ensure ELs are continuously provided with the appropriate tools and resources to make linguistic and academic progress throughout the school year. The assessment results include the identification of current and projected levels related to mastery in reading and

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math. Based on the results, EL students may be placed into applicable intervention programs for more intensive instruction or may discontinue participating in previously assigned intervention programs after demonstrating they have reached grade level proficiency.

Assessment Process:

- The ELSP team administers the multiple-choice assessments to ensure EL students are well-informed as to the purpose and performance expectations.
- Upon completion, performance indicators are automatically generated and identify if a student is on track with or in need of additional assistance in mastering the academic standards and strands for their grade level. The results are reviewed with the student and instructional decisions to improve student performance and reduce gaps in achievement are implemented.

The following is the scoring rubric and associated intervention options related to the Renaissance assessment:

Reading			
Group	Scaled Score	Available RTI Interventions	Expectations to look for in Reading
At/Above Benchmark	8: At/Above 1250 9: At/Above 1292 10: At/Above 1315 11: At/Above 1322 12: At/Above 1333	• Enrollment in an expository reading and writing class or equivalent	• Clearly identifies purpose and sequence of ideas. • Chooses evidence along with supporting details. • Identifies errors in grammar, punctuation, mechanics, and spelling. • Chooses precise language. • Chooses effective transitional devices throughout. • Understands varied simple and complex sentences.
On Watch	8: 858-1249 9: 919-1291 10: 958-1314 11: 993-1321 12: 1080-1332	• Enrollment in a DI class	• Identification of purpose and sequence • Ability to pair evidence with supporting details • Understanding of varying sentence structure • Knowledge of word choice • Ability to correct errors in mechanical conventions

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Intervention	8: 590-857 9: 662-918 10: 675-957 11: 716-992 12: 762-1079	• Enrollment in an Exact Path class or equivalent • Assigned tutoring • Priority enrollment in a DI class	• Limited identification of purpose and sequence • Limited ability to pair evidence with supporting details • Limited understanding of varying sentence structure • Limited knowledge of word choice • Limited ability to correct errors in mechanical conventions
Urgent Intervention	8: Below 590 9: Below 662 10: Below 675 11: Below 716 12: Below 762	• Enrollment in an Exact Path class or equivalent • Assigned tutoring • Priority enrollment in a DI class • Assigned One-on-one academic intervention	• Unable to determine the purpose • Unable to pair evidence with supporting details • Cannot determine an organizational pattern • Unable to correct errors in grammar, punctuation, mechanics, and spelling. • Unable to determine the sequence of ideas

Renaissance can be used to inform instructional decisions at various times throughout the school year for the following:

1. Determining academic gaps
2. Assignment of intervention
3. Evaluating responsiveness to intervention
4. Developing or modifying EL students' Academic Learning Plans (ALP)
5. Measuring preparedness for the California Assessment of Student Performance and Progress (CAASPP)
6. Identification of potential candidates for Seal of Biliteracy (Spanish)

Placement:

Using the Structured English Immersion (SEI) model that is designed specifically for students enrolled in an Independent Study and Blended Learning Instruction Program, ELD program placement and individually tailored language support strategies are added to each EL student's ALP to ensure equitable access to all programs offered at OFY-San Gabriel. The ALP

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outlines the actions implemented to ensure the student has equitable access in each core subject area, designated ELD instruction blocks, and any other additional services recommended to create a solid foundation of linguistic support and to metrics against which to measure and monitor progress. The SEI Model involves multiple components, including Independent Study Integration, English Language Support Professionals (ELSPs), Designated Instruction, Direct Instruction Classroom Format, and Student Assessment and Placement. All components are considered in the development of each student's ALP which includes feedback from the student, parent(s), teachers, ELSPs, and any other support staff so that all educational partners have the opportunity to provide input into developing a well-rounded comprehensive approach to helping the student meet both their linguistic and academic needs.

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Educational Structure and Assessment Programs

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Educational Structure

OFY- San Gabriel's educational structure is specifically designed to meet the needs of students enrolled in a blended instruction program which includes instructional strategies supported by instructors in Independent Study (IS), Direct Instruction (DI), online programs, tutors, and EL Support Professionals (ELSP). Student participation and level of support are determined by performance results from the ELPAC and Renaissance assessments and again in the reclassification process.

ELSPs, who specialize in the integration of linguistic scaffolds to support English Learners, assist in the development of the independent study, DI curriculum, ELD lesson development, and integration of instructional strategies designed to support our unique EL population. This support includes the embedding of inclusive strategies in speaking, listening, reading, and writing (see Appendix D for a list of some of the various strategies) in all components of the blended model. These subject area professionals use their expertise in second language acquisition (SLA) to improve communication with all educational partners, ensure proper administration of ELPAC, review ELD standards-based performance data, adjust instructional supports, and provide professional development to increase the effectiveness of instruction, staff/student engagement, and maintain ELD program compliance stipulated by state and federal regulations.

OFY-San Gabriel uses a variety of instructional delivery models, resources, and strategies to support the acquisition of English and provide access to core content so that EL students can succeed across all areas of study.

ELD support elements include:

- Independent Study Integration
    - Student Activity Workbooks with inclusive strategies
    - Online Learning Platform(s)
- Classroom Instruction
    - DI uses SIOP strategies, SLA techniques, and the ELD standards in the following content areas:
        - English Language Arts

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    - Mathematics
    - Science
    - Art
    - Social Science
- Digital curriculum with inclusive embedded strategies
- Blended Learning with inclusive embedded strategies, ELD standards, and SLA techniques
- Renaissance
- Designated ELD instruction using ELD standards and SLA techniques

Independent Study Integration

Instruction facilitated through the independent study model focuses on student development of the following skills:

- Initiative and independence
- Flexibility and adaptability
- Leadership and responsibility
- Productivity and accountability

These skills are in alignment with the goals of ELA/Literacy and ELD Instruction as stated by the California Department of Education ELA/ELD Framework Support Network, Chapter 2, p. 1:

- Develop in the areas of readiness for College, Career, and Civic Life
- Attain the capacities of literate individuals
- Become broadly literate
- Acquire the skills for living and learning in the 21st Century

OFY-San Gabriel EL students are involved in the planning, implementation, and progression of their educational program through the development and implementation of an Academic Learning Plan. EL students enrolled in independent study courses will work between four to six hours per day at home as well as attend instructional appointments with a teacher at the OFY-San Gabriel school site. Students work independently to complete self-guided assignments and work with independent study teachers as well as small-group instructors and tutors to complete a variety of formative and summative tasks and receive feedback (see Appendix E). The students' unique one-on-one relationship with instructors allows students to gain knowledge of content, improve communication skills, reflect and assess processes, and build on prior knowledge to improve understanding. Development of skills in the reading and writing domains will be the primary focus during at-home independent study. EL students will

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use the embedded ELD strategies in the student activity workbooks ("SAWs") and the ELD strategies listed in the student's ALP to complete self-guided assignments. Direct instruction will focus on speaking and listening skills development and will prioritize teacher-student interactions.

Our core course curriculum is written using the cross-curricular Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) principles (see Appendix F), providing EL students multiple opportunities to employ critical thinking skills, challenge foundational skills, and progress towards advanced language classification.

Student Activity Workbooks (SAWs)

Student's self-guided assignments are completed in student activity workbooks (SAWs). SAWs are given to all students and are available in all subjects. In the development of the workbooks, curriculum developers ensure that EL supports using integrated language support strategies that are accessible to reach students on all levels (see Appendix D for a list of targeted strategies).
All SAWs:

- Focus on college and career readiness and learning for life.
- Reflect an understanding of 21st century skills.
- Encourage higher-order thinking skills and depth of knowledge.
- Include scaffolding of foundational skills to close learning gaps.
- Require Internet use for research, skill practice, and exploration.
- Incorporate in-depth vocabulary study.
- Allow frequent teacher conferences and other interactions to promote frequent, focused, and effective teacher feedback.
- Teach narrative, analytical, and expository writing techniques.

Addressing the shifts as stated by the CDE and CCSS, inquiry-based teaching and learning have been introduced into SAWs as well. The advantages of inquiry-based learning include: versatility, motivation, authenticity, creativity, and rigor (Bruce, 2011).

In using Inquiry-Based Learning (IBL) students apply a method in which students are actively involved in the learning process by focusing on questions, problem-solving, and critical thinking activities. This versatile process provides opportunities for students to apply knowledge and skills to various aspects of their school and home environments. The application of this method initially occurs individually and expands to cooperative groups. IBL increases student motivation through ownership of information. Additionally, student-generated questions encourage active participation in learning and in-depth reflection on current and previously

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acquired knowledge. The time and freedom in this method allow the creative process to flourish as students' curiosity is ignited with their increased contact and discovery of new information. Rigor is an additional component of IBL that supports higher-level thinking, problem-solving, self-correcting, and challenges students at their learning level.

5 Phases of Inquiry-Based Learning

Through IBL, the changes to a traditional teaching and learning structure are significant. The focus is on mastery of the standards and skills not rote memorization. The teacher is regarded as the facilitator of knowledge and not the sage of knowledge. Students are responsible for culling and gathering resources as opposed to being textbook-driven. Students are active participants in their learning and the learning is process and product-driven, not goal-oriented or assessment-driven, giving EL students and all of our students an opportunity to incorporate their own background knowledge, interests, and voice into their learning.

Instructional Strategies/Practices

In addition to the Independent Study Integration program iLit and SAWs, OFY-San Gabriel provides direct instruction. It is important to note that the practices of simultaneous translation and removing EL students from the classroom for a separate "translation" of the instructional

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lesson during direct instruction are not supported by research evidence and serve to marginalize EL students. These practices are *not permitted* at OFY-San Gabriel. The focus of our instructional strategies and practices is on inclusion of our EL and SEL students.

Designated Instruction

OFY-San Gabriel offers designated instruction using Pearson/Savvas Publishing's iLit ELL curriculum, which has been California State Board approved, aligned with the California ELA /ELD Standards framework, and is designed to address varied language proficiencies. The course materials were evaluated and received the highest rating under the Every Student Succeeds Act (ESSA) effectiveness criteria, which measures how statistically significant publisher submitted instructional materials are in having positive effects on student outcomes.

OFY-San Gabriel provides designated ELD to EL students during a dedicated time in the regular school day. Teachers use the ELD standards for each grade level to develop English language skills needed for content learning. Students are provided personalized instruction based on their language proficiency level, in addition to being grouped by grade level for small group ELD instruction.

Since each EL student has an individualized academic learning plan, ELD instruction schedules are tailored to fit their identified linguistic needs. Based on elements like ELPAC proficiency levels and Renaissance reading performance scores, a student's schedule can vary with the support of the student's ELD Teacher as well as tutors, study hall, Family Liaison and or additional intervention staff.

The iLit ELD instructional program is a component of Tier 1 instruction designed for English learners, including newcomers. The designated ELD curriculum focuses on developing English for academic purposes, which emphasizes the development of listening, speaking, writing, and reading skills using culturally relevant literature. The curriculum consists of standards-aligned materials that include universal access features and integrated SIOP techniques to meet the needs of the variety of types of English learners. However, it is not designed to meet the needs of native English speakers (SEL) or students who have been reclassified in order to provide equitable and effective programs for English learners.

iLit ELD courses allow students the option of earning English core credit based on their proficiency level score on the ELPAC. EL students have a wide variety of needs to consider when making determinations for course placement and awarding of credit type.

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For students pursuing a college preparatory pathway, a maximum of two semesters of iLit ELD courses can replace core English on a student's transcript to still satisfy the UC/CSU English "b" requirement for enrollment. For CSU, ELD courses can only be assigned to 9th grade year, while UC only stipulates ELD courses can not be assigned to the 12th grade year. Students who are not pursuing a college preparatory pathway or who qualify for one of the state's reduced graduation plan programs may receive credit for English Language Development (ELD) courses not to exceed three years. A student is required to complete a minimum of two semesters of core English to satisfy all English subject area graduation requirements. The following rubric serves as a guide for staff to make an appropriate determination for each EL student at OFY-San Gabriel:

*ELD Level	Course Name	Grades	Credits	Credits Towards Graduation		UC/CSU "a – g" Requirements
				English	Elective	
Level 1	ELD Newcomer	7-12	10		10	
Level 2 Grades 8-12 Students may take the ELD Course for English credit in lieu of their grade level core English course	ELD 7-12	7-12	10	10		b (9-12)
Expanding Level 3 Grades 8-12 Students at an Expanding Level 3 may take the ELD Course for English credit in lieu of their grade level core English course	ELD 7-12	7-12	10	10		b (9-12)
Bridging Level 3-Concurrent Course Assignment Students at a Bridging Level 3 take their grade level core English course and the ELD	ELD 7-12	7-12	10		10	g (9-12)
	ELA Core 7-12	7-12	10	10		b

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Course for elective credit						
Level 4-Concurrent Course Assignment Students at Level 4 take their grade level core English course and the ELD Course for elective credit	ELD 7-12	7-12	10		10	g (9-12)
	ELA Core 7-12	7-12	10	10		b

In addition to iLit and core English instruction, EL students are also provided supplemental and intervention options to intensively target skill gaps and accelerate learning. These include participation in options like, but not limited to, Writing Skills and Exact Path. Interventions focus on skill development across domains that are areas of concern and are impacting a student's ability to fully engage with course content materials.

Long-term English learners (LTELs) at OFY-San Gabriel are provided intellectually challenging and engaging tasks, culturally relevant activities to promote oracy and literacy development, numerous structured opportunities for high quality academic interactions and cooperative learning. Instruction is designed to focus on developing sophisticated language skills used in academic and instructional contexts. During designated ELD, students complete academic language development courses (ALD) to increase their exposure to and use of academic language. In addition, they are enrolled in multiple small-group instruction classes where the use of academic language writing and discussion protocols are used to support academic language growth.

For EL students who receive special education services, the special education staff and the ELSPs both carefully monitor student progress and evaluate a student's response to the program within the first thirty days. To most accurately evaluate a student's response to the program, the teams gather progress information from a variety of sources including, but not limited to: curriculum-based assessments, Renaissance scores, academic work performance evaluation, and student and parent feedback. On or before thirty days of enrollment, an IEP is held to discuss student progress and response to the program. The previous IEP is approved, including ELD goals, and the ELSP/IEP teams decide to either adopt the previous IEP or develop a new IEP with more appropriate support and updated ELD goals.

Students receive individualized, intensive instruction and interventions from a special education teacher as well as support and ELD instruction from an English language specialist.

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The special education teacher works in collaboration with the English language specialist to align instructional and assessment methods to ensure students receive wrap-around support in reaching their IEP goals. If a student exhibits signs of negative progress in academic performance, social-emotional health, and/or behaviors, an IEP Progress Review is held to further examine the difficulties and the team develops a revised plan of support and/or services to improve student outcomes.

Direct Instruction (DI)

The direct instruction (DI) program is designed to work as either a mastery or percentage-based environment with both focused on building students into being the leaders of their learning. To this end, a critical element of the DI program is the use and results of formative and summative assessments in each course. Students in the DI program are formatively assessed on a daily basis and summatively assessed once or more per unit, with courses totaling five units each semester. Several traditional-classroom formative assessment techniques are used including: exit slips, academic discussions (both teacher to student and student to student), quizzes, group work, and independent task options that allow students to demonstrate their learning. Formative assessment also takes place from a student perspective. One of the hallmarks of the DI program is that students continually reflect on their own learning through the tracking of learning targets, which are directly linked to CCSS. Hattie's (2009) research suggests the greatest influence on student learning is when students are able to self-report their own learning and their own grades. The DI program strives to nurture this belief through the use of student trackers that ask students to report their current level of learning and to identify specific gaps in learning, allowing the teacher and student to develop appropriate intervention or remediation plans to recover that gap. Contrary to popular belief, the best feedback is not from teacher to student, but from student to teacher (Hattie, 2007). The DI program instructors will often look toward the voice of the student for specific feedback to help them formatively DI and drive instruction.

DI program instructors regularly use digital technology, such as Google Classroom, to organize content and deliver instruction to students. Students are added to their DI Google Classrooms to access course work, complete and turn in assignments, take quizzes, and communicate with their teachers about course grades and progress. This further enables them to hone their 21st century skills via collaborative learning platforms such as Google Docs, Google Sheets, and Google Slides.

EL students participate in DI classes while being supported with their linguistic needs using the SIOP Model (Echeverría, Vogt, & Short, 2013). The six SIOP principles of instruction are to:

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- Provide many opportunities for EL students to develop oral language competency through interaction with others.
- Explicitly link EL students' background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to EL students.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate EL students' thinking and provide meaningful activities for students to demonstrate learning.
- Assess EL students frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

The above principles are interwoven into the DI program to be inclusive of our EL and SEL student population.

Instruction in the DI program is driven by performance data through repeatedly measuring progress towards standards mastery to allow teachers to identify and adjust instructional methods to close gaps in student learning. A standards-based gradebook and other student mastery trackers provide the foundation for collecting performance data, though input from educational partners like, but not limited to: parents, students, instructional staff, counselors, and administrators is also considered. The results directly inform when and what type of interventions are used to reduce language and learning gap barriers experienced by EL and SEL students.

To provide wrap-around support to EL students, the DI teachers are part of the EL support team to leverage the expertise of all instructional staff and so interventions are supported school-wide.

The EL Support Team may consist of the following members:

- Independent Study Teacher
- Direct Instruction Teacher
- Special Education Specialist
- Tutor
- Post-Secondary Counselor
- Assistant Principal
- Principal
- ELD Coaches
- ELD Specialists
- Social Worker
- Family Liaison

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Interventions may include, but are not limited to participation in:

- Student/teacher/parent conferences
- Tutoring
- Specialized reading, writing, or math instruction from ELSPs
- One-on-one language development instruction
- Primary language support
- Foundational reading, writing, or math classes
- Exact Path

Within the DI program, students have the opportunity to enroll in language courses and attain the California Seal of Biliteracy award. The Seal of Biliteracy for each language earned, as a student can demonstrate proficiency in multiple languages, is listed on a student's transcript and a physical seal is attached to their diploma. This signifies to future employers and college admissions offices that the graduating student is multilingual and has demonstrated a high level mastery in two or more languages.

Students can demonstrate language proficiency in two ways:

- **Option 1: Assessment:** ***Choose 1***-AP Exam (3 or above), **or** *AVANT 4S Stamp test (5 intermediate-mid with Subdomains of 4)*
- ***Option 2: Coursework:*** Three years of high school world language 3.0 GPA (includes community college-3 semesters) and demonstrating oral proficiency in the language.
    - Spanish and American Sign Language are the languages available for the coursework option at OFY-San Gabriel.

In addition, students must also:

- Demonstrate English proficiency by completing all English Language Arts (ELA) graduation requirements with a 2.0 grade point average (GPA) or above.
- Pass the California Assessment of Student Performance and Progress (CAASPP), at the "met standard" or "exceeds standard" level.
- If the student is an English Language Learner, they would also need to meet an overall 4 on the English Language Proficiency Assessments for California (ELPAC) or be reclassified.

Online Course Learning

Another instructional model available to students at OFY-San Gabriel is the option to complete online courses through our online vendor, Edmentum. This online platform

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offers effective solutions for EL students who may find academic coursework challenging as they work on developing their English proficiency. Extensive scaffolding is embedded to increase content comprehension as well as to allow for differentiation of instruction based on students' learning needs while teaching to the same content standards as all other courses.

Adaptive scaffolds in the online curriculum:

- Curricular material design
    - Depth and coherence makes texts more accessible as well as supports EL students' reading development. The online texts are focused on central issues and ideas while removing extraneous information that does not pertain to the key ideas being presented.
        - Controlled syntax
        - Chunked text
        - Short page length with limited scrolling
    - Vocabulary control repeatedly exposes EL students to new vocabulary for deeper learning and transference to long-term memory. In addition, texts are designed using high frequency and monosyllabic words that can be easily decoded to determine context and meaning.

- Platform-embedded accessibility features
    - Text-to-speech voice overs allow students to listen to text when text is too difficult to read independently.
    - Vocabulary rollovers provide definitions, examples, and pronunciations of unfamiliar vocabulary words which supports academic language proficiency. Students can roll the cursor over the unfamiliar word that they need defined without losing their place in the text.
    - Links and connections are hypertext links and connections between pages and ideas. Connections allow students to jump back to information previously presented. Links help build connections between ideas.
    - Graphic organizers support reading comprehension and content area learning to provide a visual representation to help students organize learning in their minds.
    - Presentation of information using combined modes to support conceptual understanding and schema development are:
        - Text
        - Sound
        - Visual images

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        - Video
        - Voiceovers
        - Media
        - Interactive self-assessments with immediate feedback
    - Engaging and relevant content highlighting real world connections prompting student-centered problem-solving of relatable concerns and interests in their community.

Strategic scaffolds support and teach students how to acquire and when to use strategies with the materials as they engage in their own learning. They learn to use these strategies in the immediate context and in future learning situations. Strategic scaffolds include active reading strategies and vocabulary instructions used to increase students' comprehension and learning.

Scaffolds that can be found in online curriculum are as follows:

- Active Reading Strategies
    - Accessing prior knowledge
    - Making and revising predictions
    - Using text features and visual cues
    - Making inferences
    - Asking questions
    - Making mental images
    - Summarizing
- Vocabulary Strategies
    - Academic vocabulary
    - Compound words and phrases
    - Words in context
    - Morphemes

Hybrid Learning

Another option students have is to participate in a hybrid model wherein they are enrolled in an Edmentum course and assigned an DI or subject-specific instructor. Students complete exercises in the Edmentum Learning environment and on study sheets. The primary difference between the hybrid and online only instructional models is the pacing.

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The online only instructional model, using Edmentum, is primarily self-paced. The hybrid model follows a syllabus created by a subject-specific instructor. Edmentum activities are completed at home as usual. Additional instruction and activities are completed during class meetings. Online program students receive feedback from their facilitator, while hybrid program students have more opportunities to receive additional clarification and support through direct instruction. This extra support serves to complement the multimedia rich Edmentum Learning environment and allows teachers to adjust instruction to be more inclusive of the variety of learning styles and special needs in the education system.

Reclassification Policy

EL students are reclassified to fluent English proficient based on the following multiple criteria, identified in California Education Code § 60810 and aligned with the State Board of Education (SBE). The minimum criteria to be considered for reclassification:

- English proficiency on the ELPAC: current State Board of Education requirements set the standard to an overall score of 4.
- Score of At or Above Benchmark on district-adopted standards-based ELA assessments such as Renaissance or standards-based common final ELA exam (Grades 6-12).
- A study by the school's ELSPs to compare the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age. This comparison will demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
    This analysis will include:
    - Evaluation of student's listening, speaking, reading, and writing skills using a proficiency rubric
    - A variety of authentic student work samples, especially writing samples
    - Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent consultation and opinion

Reclassification Process

Redesignated Fluent English Proficient (RFEP) is the term used when school districts determine EL students have acquired sufficient proficiency in English to perform successfully in core academic subjects without ELD support. Once reclassified, EL students are still offered support

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on an as needed basis and will be monitored for a minimum of four years, as required by state and federal guidelines, to know when additional assistance is needed.

The EL support team is responsible for the assessment and support of EL students. This includes the timely administration of ELPAC and the effective use of assessment results to develop and update each student's set of language supports in their academic learning plans. This ensures students receive appropriate language instruction at each developmental phase so they can consistently move towards proficiency in academic English and toward high school graduation.

All OFY-San Gabriel EL students participate annually in the administration of the ELPAC to assess their progress toward acquiring English language proficiency in the domains of listening, speaking, reading, and writing.

Once they have demonstrated they are able to participate effectively with English speaking peers in a mainstream English program and have met the criteria for reclassification, they are reclassified as RFEP. They retain this classification for the remainder of their educational career. OFY-San Gabriel uses and maintains a multi-step checklist (see Appendix G) to validate the eligibility of a student's reclassification to RFEP using the following steps::

- Step 1 – Test Scores: the ELD Coach reviews a list of eligible students. Students must receive:
    - (a) an overall ELPAC score 4 and
    - (b) Renaissance reading proficiency score of At or Above Benchmark appropriate to students' grade level
- Step 2 – Gather and Review Documents: the ELD Coach completes the RFEP Form and includes the language assessment team's notes.
- Step 3 – Initial Parent Notification: ELSPs mail letters home with the notification of student eligibility for reclassification and a request for a performance evaluation meeting.
- Step 4 - ELSP will conduct student observation using the Observation Protocol Teacher Evaluation Tool, OPTEL Form (see Appendix L), to determine the EL student's proficiency level in either a classroom setting or Independent study appointment.
- Step 5 – The ELD Coach may facilitate the scheduled parent meeting as a result of the first letter. During the meeting, the team will review all the OPTEL forms and notes with the parent(s). Notes of the meeting will be documented, and all educational partner input will be noted for the overall reclassification evaluation.
- Step 6 – A final review and decision will be made.

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- Step 7 – A second notification letter will be sent to home to parent(s) notifying them of their child's eligibility status.
- Step 8 – All documentation will be archived and maintained as part of the student's cumulative file.

Additionally, parents are notified in their preferred language of the RFEP procedure and updated on their child's progress (see Appendix H). They are asked to complete approval sections of the notification letters and are invited to participate in an eligibility review meeting if they choose. OFY-San Gabriel has an open door policy to provide flexible opportunities for parents to meet with members of the EL Support Team. Assistance is provided to parents in making further decisions about their child's academics and addressing any additional support needs at home.

If an EL student does not meet the criterion for reclassification, OFY-San Gabriel's EL support team will meet to engage in a deep analysis of the student's academic results, attendance, learning needs, social emotional health, and support at home to create/update the student's Academic Learning Plan that will help the student reach and maintain grade level academic proficiency.

After reclassification, RFEP students' academic performance is monitored for a minimum of four years in accordance with state and federal statutes requiring schools to monitor the academic progress of students who have exited the ELD program (20 *U.S.C.* Section 6841(a)(4)(5); Title 5 *California Code of Regulations* (5*CCR*) Section 11304). (see Appendix I). If an RFEP student's performance indicates that interventions are needed, they will be provided until the student reaches grade level proficiency on assessments and consistently demonstrates success in completing coursework independently. To maintain effective intervention methods and support levels, OFY-San Gabriel monitors each student's progress at the end of each reporting period.

Reclassifying EL Students with Disabilities

EL students with unique needs, or dually-identified students, may need specific considerations for how this criterion will be met as described in the student's individualized education plan (IEP). In such instances, the student's IEP team will confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.

Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed

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pursuant to *EC* Section 60810. The Alternate ELPAC will replace all locally determined alternate assessments and provide a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

The Alternate ELPAC was developed by the CDE to ensure that all students are able to participate in assessments that measure the English language proficiency of students with the most significant cognitive disabilities. It is aligned with the 2012 California English Language Development (ELD) Standards via the ELD Connectors, which are reduced in depth, breadth, and complexity, for this population. Both the Initial Alternate and Summative Alternate ELPAC are delivered online in a one-on-one setting. The student interacts with a trained test examiner, who is familiar with the student's preferred communication style, collects and records the responses. The Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete the English language proficiency assessment. The Alternate ELPAC is linear (i.e., not adaptive) and assesses a student's proficiency in English by allowing for a range of receptive (listening and reading) skills and expressive (speaking and writing) skills while using their preferred modes of communication, including assistive devices, gestures, and accessibility resources used in daily instruction. The Alternate ELPAC adopted a multitiered accessibility resources model so that the assessment will measure language proficiency, not technology ability.

Students whose IEP identifies the use of an alternate assessment and who are classified as EL students will take the Summative ELPAC every year until they are reclassified as proficient in English. There is no parent opt out or medical exemption for this assessment.

IEP teams may use the Alternate Assessment Decision Confirmation Worksheet(PDF) to determine whether a student is eligible to participate in the CAAs or the Alternate ELPAC. The participation criteria presented in the Alternate Assessment Decision Confirmation Worksheet are adapted from resources provided by the National Center on Educational Outcomes, an organization that focuses on the inclusion of students with disabilities, English learners, and English learners with disabilities in instruction and assessments. To participate in the CAAs or the Alternate ELPAC, if applicable, students must meet all the criteria in parts A, B, and C outlined in the worksheet. Once a student is determined to be eligible for an alternate assessment, the student will take the alternate assessment for all standardized state assessments, including the CAAs for ELA, mathematics, and science, or the Alternate ELPAC, if applicable.

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The learning characteristics of students with significant cognitive disabilities represent a broad range, and assignment to alternate assessments is based on the students' unique cognitive disability, not the category of a student's disability. The IEP team should first determine whether the student has a significant cognitive disability before selecting an alternate assessment that provides student access to state assessments, promotes participation, and elicits the student's best performance. With respect to students identified with a specific learning disability, the IEP team determination that the student has been identified with a specific learning disability rules out the consideration of the student being identified as cognitively impaired.

In addition, as part of the IEP process, parents must be clearly informed that their child's achievement is being measured against alternate achievement standards and of "how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma" (*Code of Federal Regulations*, Title 34, [34 *CFR*] Section 300.160 [d][1]). A student with the most significant cognitive disabilities who takes an alternate assessment is not precluded from attempting to complete the requirements for a regular student diploma (34 *CFR* Section 300.160 [d][2]).

Criteria 1: English Language Proficiency Assessment

The IEP and ELD team will use the most recent administration of the ELPAC Summative Assessment as the primary evidence that a student has met the criteria demonstrating English language proficiency. There are multiple pathways for dual-identified students to be reclassified as English proficient:

- Pathway 1: English learners with disabilities who are able to demonstrate English language proficiency in all four domains with an overall ELPAC score of 4 (listening, speaking, reading, writing) with or without accommodations.
- Pathway 2: English learners with significant cognitive impairments who are assessed using an alternate ELPAC with an overall score of 3. IEP and EL support teams will convene interest holders for a larger conversation to inform planning, placement, and personal goals for the short term and into the next school year. These convenings will include parents, whenever possible, and focus on strengths, growth areas, and opportunities for the student. IEP Team Guidance document.

Criteria 2 : Basic Skills Assessment

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The IEP and EL support team will use performance results from the Renaissance assessment program, measured by grade level performance expectations, as the primary measure for Criterion 2. The exam will be administered with the per question time limit extended. In regards to other basic skills assessments for students with low-incidence disabilities or significant cognitive disabilities that does not allow participation in a valid administration of the Renaissance assessment, the IEP and EL support team will use results from another valid and reliable assessment that compares the basic skills of ELs with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification (see valid and reliable measures below). Assessment results must be from a recent assessment administered within the last school year, and the results must be within the average range. These assessments will only be administered by trained personnel.

Assessments options considered valid and reliable to measure basic skills for reclassification purposes for K-12 include the following:

1. Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)
2. Kaufman Test of Educational Achievement, Third Edition (KTEA-III)
3. Brigance Comprehensive Inventory of Basic Skills (CIBS II)
4. Measures of Academic Performance (MAP)
5. Other assessments that provide a valid and reliable score, such as:
   The Language Reading Scale (LRS), Progress Assessment in Reading (PAR), Gates-MacGinitie Reading Test (GMRT), Gray Oral Reading Test (GORT), Test of Silent Contextual Reading Fluency (TOSCRF)

If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from reclassification or reclassify too soon.

Deficits in academic success, although currently unrelated to ELP, may indicate a student has incurred a deficit while learning English. Although this situation does not preclude a student from reclassification, the LEA is obligated to ensure the student is provided ongoing academic support, and any other necessary support, designed to recuperate and remedy any such deficits before reclassification, during the four-year RFEP monitoring period or beyond, until the deficits are remedied.

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Criteria 3: Academic Performance Evaluation

The IEP and EL support team will use grades from the most recent school year or semester, based on enrollment date, as the primary measure. A grade of C or better in a grade level English course can be used to fulfill this criterion. The IEP and EL support team will review the extent to which the student is mastering the content as evidenced by the IEP and language goals, grade-level expectations, progress on curriculum-based measures and/or formative assessments, and/or student work samples, as well as compare the student's progress to native English-speaking peers with similar disabilities in the same grade level.

The Observation Protocol for Teachers for English Learners (OPTEL) is used to support the monitoring and evaluation of EL students for reclassification. The OPTEL is designed to promote equity in the reclassification process.

Evaluation based on:

- Classroom performance
- Progress toward IEP and Language Goals
- Formative Assessments

Criteria 4: Parent Consultation

The parent/guardian will be given multiple opportunities to participate in the IEP and EL support team meeting (preferably in person, but via phone when necessary) where the student's progress toward the criteria for reclassification will be discussed. The IEP and EL support team will obtain parent/guardian opinion throughout the discussion. If the IEP and EL support team and parent/guardian determine that the student demonstrates an appropriate level of English Language Proficiency commensurate with his/her abilities and no longer needs ELD services, the student will be recommended for reclassification. All documentation and reclassification forms will be archived and become part of the student's file. If the IEP and EL support team and/or parent/guardian cannot reach agreement on reclassification, the student will continue participating in the ELD program and receive ELD services.

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ELD Support Structure and Professional Development

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Duties and Responsibilities of English Language Support Professionals (ELSPs):

At OFY-San Gabriel, the principal is responsible for monitoring and reviewing the ELD program for effectiveness and compliance with all state and federal regulations. This includes the vetting and adoption of rigorous, standards-aligned and accessible curriculum that meets the academic, linguistic, and socio-emotional needs of EL students. Outside of curriculum and instruction, the principal also audits the effectiveness and coordination of the assessment and accountability staff as related to the functioning of the ELD program.

The EL Coach at OFY-San Gabriel will be responsible for coordinating the implementation of the ELD program elements outlined in the ELD Master Plan across each learning center. Some of these responsibilities include:

- Providing guidance on the modification of ELD curriculum
- Assisting with the development of school wide plans (e.g: WASC, Cognia, LCAP, CSI)

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- Coordinating and administering the ELPAC summative and initial assessments
- Facilitating PLCs and professional development workshops
- Monitoring the progress of English learner and reclassified students

Teachers will be responsible for ensuring students receive differentiated and scaffolded integrated instruction using SIOP techniques across all content classes. This will include the coordinated development of an academic learning plan and communication with the parents as to the progress and effectiveness of the elements described in the academic learning plan.

The EL Specialists will be responsible for the daily instruction and monitoring of EL students at OFY-San Gabriel. This includes:

- Providing personalized designated instruction
- Developing language goals
- Recommending language supports and interventions
- Assessing growth in language skills
- Administering the ELPAC Summative Assessment
- Monitoring and communicating student progress using academic learning plan information at achievement chats with students and parents.

Tutors will be responsible for providing intensive intervention to build literacy skills and core content ELA standards mastery.

Overall, each English Language Support Professional (ELSP) at OFY-San Gabriel will support and implement the ELD program ensuring that EL students meet proficiency goals as well as academic goals.

EL Recruiting and Hiring Practices

OFY-San Gabriel actively strives to meet the needs of EL students by recruiting, hiring, and training highly qualified staff with specialized knowledge required to teach EL students. This requirement will be met by completing coursework leading to a teaching credential with appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CTC) (see Appendix J). OFY-San Gabriel requires teachers to possess the appropriate authorization to instruct EL students in order to be eligible to receive an offer of employment. An EL authorization allows the teacher to provide either designated or integrated ELD instruction to EL students.

Professional Development

Our goal at OFY-San Gabriel is to provide individualized support for each English learner with a combination of effective instruction, assessment, and progress monitoring from the English

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learner support professional team and instructional staff. The staff participates in ongoing professional development with content focused on inclusion and cultural awareness, the use of research-based instructional practices, assessment of English learners, use of data to drive instruction, implementation of curriculum, and family engagement. The professional development opportunities will be designed to build, refine, and expand teachers' language acquisition knowledge and techniques.

OFY-San Gabriel instructional staff is supported by ELSPs whose responsibility is to develop and implement ELD instruction that incorporate strategies beneficial to the EL population and language development. In addition, the ELSPs facilitate and participate in ELD-focused professional development opportunities throughout the school year.

The focus consists of the following:

- Current, sound, and proven theory and practice of second language acquisition (SLA)
- Active teacher learning and collaboration
- Alignment of standards and objectives
- Data driven instructional design
- Ongoing Professional Learning Communities (PLCs)

Professional development opportunities include, but are not limited to:

- SIOP Training
- Re-engagement through DELAC (if utilized)
- ELD performance indicator data dives
- Cultural inclusion and relationship building exercises

Teachers will participate in sessions that focus on meeting the needs of the unique student population at OFY-San Gabriel including all EL students. The goal of these sessions will be to develop an ongoing and growing Professional Learning Community focused on using up-to-date research and pedagogy to ensure EL students receive equitable and accessible support and opportunities to achieve and reach their goals.

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Parent Communication and Participation

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The active involvement of parents/guardians in their child's educational experience and success is highly valued and pursued at OFY-San Gabriel. Therefore, parents/guardians have the opportunity to be involved in every step of their child's educational pathway. Parents'/guardians' involvement starts as soon as a student enrolls. Both student and parent attend an orientation where they learn about the educational structure and program at OFY-San Gabriel, as well as the expectations for all students.

English learner students, parents, teachers, and relevant educational partners participate in the development and review of the student's academic learning plan once each school year. The academic learning plan and subsequent language support decisions contained therein take into account all educational partners' feedback to set personalized academic goals to accommodate the needs of each student. Parents have the opportunity to provide teachers and other educational partners with feedback regarding student progress during parent-teacher conferences hosted each semester.

Based on a 51+ enrollment, OFY-San Gabriel would organize a District English Language Learner Advisory Committee (DELAC) consisting of parents/guardians and staff, who would meet five times per school year. The committee's goal would be to provide guidance and advice to the principal and the school staff with regard to the needs of students who are learning English as a second language. This includes discussing educational issues, attendance challenges, academic performance, and the overall opportunity for interaction between parents, teachers, and administrators.

OFY-San Gabriel teachers communicate academic progress, student needs, and school-wide events with parents and guardians on a regular basis using mail, email, Google Voice/phone call, Remind, text messaging, School Messenger, and/or in-person conferencing. These communication methods are used to regularly update students and parents/guardians in both English and Spanish. In addition, parents are encouraged to regularly review the OFY-San Gabriel website, which includes a multi-language translation function, for updated current events, resources, and community opportunities for students and families. Students and parents are encouraged to join and follow the charter's social media pages as an additional method to access information about upcoming school-wide events like: field trips, sports, awards, and graduation schedules. OFY-San Gabriel will provide translation services on an

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as-needed basis for school communications with non-English speaking parents of enrolled students.

Throughout the year, parents are invited to attend and participate in events like:

- Open House
- Back to School Night
- Financial Aid and College Information Nights
- Awards Ceremonies
- Bilingual Scholars Celebration
- Senior Social
- Sports
- Parent Advisory Committee
- Board Meetings

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Monitoring, Evaluation, and Accountability

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As stated earlier, the purpose of the OFY-San Gabriel ELD Master Plan is to accomplish the following goals:

- To guarantee the delivery of quality instructional programs for all EL and SEL students throughout our schools.
- To ensure the instructional program meets the needs of the EL and SEL student population.
- To provide procedural information on the identification and assessment, placement, and reclassification of students who have been identified as having less than reasonable fluency in English.
- To provide on-going professional development and best-teaching practices that respect, affirm, and build upon the language and culture of each child.
- To define how the OFY-San Gabriel ELD program will be evaluated for efficacy each year.

As such, OFY-San Gabriel will monitor its ELD Master Plan (ELDMP) regularly and revise as needed in regards to changes in state or federal regulations. The evaluation of the ELD program will look at the effectiveness of the following items:

- Implementation of the ELDMP across the charter
- English language proficiency, development, and academic growth among EL and SEL students
- Strength of parent/guardian participation and engagement in students' academic development
- Teacher engagement and growth in the ELD Professional Learning Community

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EL Program Evaluation Monitoring Questions and Measures

EL Program Goal	Evaluation Questions	Measures/Sources
Implementation of the ELDMP across the charter resulting in high intellectual quality of instruction and meaningful access	• Are ELD Master Plan instructional programs fully and consistently implemented in ways that meet the needs of EL and SEL students? • To what extent do teachers of EL students have the qualifications and capacities to address their students' linguistic and academic needs? • Are all EL students provided instruction in ELD? • Is ELD instruction that is provided to EL students of high quality? • Are all EL and LTEL students provided appropriately differentiated instruction (inclusive strategies) in all academic content areas?	• ELD and Inclusive strategies observation tools • Instructional standards rubrics • EL Authorization and Credential lists and teacher course assignments • EL, LTEL course assignments and performance data • Other as identified
Alignment & articulation within and across systems resulting in steady EL proficiency, development, and academic growth of EL and SEL students.	• Are increasing percentages of EL students progressing in ELD at a minimum of one level per year? • Are increasing percentages of EL students attaining English language proficiency? • Are EL, LTEL and SEL students progressing on benchmark assessments? • Are increasing percentages of EL students participating in post-secondary institutions regarding dual enrollment courses, CTE courses, and credit for the State Seal of Biliteracy?	• ELPAC Results • Standards-based gradebook and other student mastery performance data • Reclassification rate • Dual enrollment, CTE, and Seal of Biliteracy participation rate data
Parent/guardian/ family participation and	• What types of orientation and training opportunities are parents/guardians offered and how often?	• Rate of parent orientation/training sessions offered and attended regarding ELD

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engagement in students' development that reflect an assets-oriented & needs-responsive school environment	• What measures are used to ensure that parents/guardians of EL, LTEL and SEL students are knowledgeable about EL and SEL students' program placement, career goals, and academic progress? • To what extent are parents/guardians participating in and consistently supporting students' language, career, and academic development?	program, advanced academic, and career opportunities. • EL parent involvement in EL-focused events and school-wide activities. • Attendance and participation in parent/teacher conferences and workshops. • EL parent school-wide indicator feedback survey response rates • Feedback survey results
Increase capacity of ELD Professional Learning Community to maintain system conditions that support effectiveness	• Are sufficient ELD professional development opportunities offered throughout the school year? • Are ELD professional learning opportunities offered of high quality? • Is there an increase of teachers taking part in and continuing in PLCs? • Are professional learning community elements being implemented and embedded in school programs?	• Attendance rates for PDs and PLCs. • PD and PLC feedback survey data • Observation tools results and academic learning plan progress data • EL student progress data

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Accountability for Implementation of Instruction

In order for the ELD Master Plan to be effective in assisting the EL and SEL population, the following school staff will hold themselves accountable for the following duties and responsibilities:

Site Administrators

- Supervise instruction for content and pedagogy to ensure the delivery of ELD standards and best practices.
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of EL and SEL students.
- Conduct regular walkthroughs and observations to ensure ELD support is being delivered in the manner outlined in the ELDMP.
- Evaluate program objectives and outcomes of all relevant staff.
- Ensure appropriate interventions are implemented for EL students when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD.
- Conduct ELD progress reviews with teachers to assess student progress and plan for acceleration and/or intervention according to the gathered academic evidence.
- Ensure that ELSP meetings occur for all EL students who do not make adequate progress, and that ELSP recommendations are fully implemented.
- Ensure that interventions are designed and delivered consistent with ELDMP.
- Provide a welcoming environment for parents/guardians of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional and career program options and placement, EL progress monitoring and other pertinent information related to EL students.

Teachers

- Consistently implement the ELD curriculum as outlined in the ELDMP and any other directives regarding ELD instruction.
- Provide instruction using SIOP methodologies to support English language development.
- Attend multiple professional development and Professional Learning Community sessions.
- Monitor student progress toward expected benchmark achievement.

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- Refer to the ELSPs for intervention guidance and assistance when students are not making adequate progress; participate in ELSPs academic learning plan development, and implement ELSPs recommendations.
- Maintain contact with students' parents/guardians and keep them informed of their child's progress.
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress toward learning language outcomes.
- Participate in maintaining records and in communicating with parents/guardians.

ELSPs

- Provide professional development to educational partners. This may include, but is not limited to:
    - Identification and placement of EL students
    - Effective instruction and intervention services for EL students
    - Effective ELD core methodologies
    - Use of ELD assessments
    - Reclassification criteria process and procedures
    - College and career opportunities and/or placement options
- Collaborate with teachers and administrators to ensure that the professional development plan and intervention services are aligned and address the needs of EL and SEL students.
- Facilitate grade-level team/department meetings to analyze EL student assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of EL and SEL students.
- Serve as a faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned long-term English language learners.
- Convene and participate in meetings for students not making adequate progress.

Indirect services include, but are not limited to the following:

- Maintain EL program documentation as required by state and federal mandates.
- Assist administrators with the enrollment process for EL students.
- Assist with identifying the initial EL proficiency level of newly enrolled EL students.
- Coordinate the administration of assessments used to determine EL student placement.
- Support with parent/student registration and orientations.

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- Review EL student placement audits with site administrator and/or counselor to correct inconsistencies.

EL Specialists/ELD Teacher

- Ensure appropriate placement and English language development instruction of EL students.
- Review EL student placement to ensure proper course assignments and correct any inconsistencies.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Collaborate with ELSPs, parents/guardians, students and others to monitor EL students' progress toward reclassification.
- Collaborate with ELSPs, parents/guardians, students and others to monitor EL students' progress toward meeting graduation, college admission requirements, and career path requirements.
- Provide language support recommendations to teachers and staff to improve student achievement and accelerate the learning of EL and SEL students.

Principal

- Evaluate goals relative to implementation of the ELDMP, student achievement, professional development, and evaluation and accountability.
- Report progress to OFY-San Gabriel School Board members and the public.

Appendix K is a Checklist that will be used to quickly identify and hold the OFY-San Gabriel staff accountable for the key EL components within the ELD Master Plan.

Funding

The funding formula for California schools provides local control over how funds are expended, and schools receive additional funding for English learners, foster youth, and low-income students. Consistent with education code, state, and federal directives, OFY-San Gabriel will use its general, supplemental and/or concentration, and any additional federal and state funds to provide each English learner with the materials and resources necessary to develop, both English language proficiency and academic mastery. The use of general funds providing services and programs for English learners, including English language development and access to the core curriculum will not be contingent on the receipt of state or federal aid funds. Supplemental and/or concentration funds will be used to supplement learning opportunities for English learners and will not supplant existing resources.

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The detailed use of LCFF will be reflected in OFY-San Gabriel's schoolwide plans, like the Local Control Accountability Plan and School Plan for Student Achievement, in order to maximize the impact of the funds on student success, including the success of EL students. Examples of delineated use of funds are:

General Funds	Supplemental Funds
Instructional Materials ● Core and ELD curriculum ● Intervention programs Staff ● Credentialed Teachers ● ELD Specialists and Coaches Parent Advisory Groups ● District English Learners Committee ● Parent Advisory Committee	Instructional Materials ● Supplementary Staff ● Paraprofessionals ● Tutors ● Specialized Training and PD Family Engagement ● Translation/interpretation services ● Education Partner Liaisons

OFY-San Gabriel will determine how funds will be allocated for English learners through:

- Determining program needs based on an ELD program performance review (i.e. paraprofessionals, instructional materials, staff development and training, etc.)
- Reviewing decisions related to program needs and expenditures annually in schoolwide plans
- Evaluating feedback from staff, students, parent advisory committees, and other education partners as to the effectiveness of funded elements as well as any identified gaps
- Confirming supplemental services do not supplant the core instructional program

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Glossary of Abbreviations

ALP – Academic Learning Plan
CALPADS – California Longitudinal Pupil Achievement Data System
CAT – Computer Adaptive Test
CC – Center Coordinator
CCSS – Common Core State Standards
CDE – California Department of Education
ELPAC – English Language Proficiency Assessment of California
CCTC – California Commission on Teacher Credentialing
CPC – Career Pathways Coordinator
ELs/ELLs – English Language Learners
ELA – English Language Arts
ELD – English Language Development
ELPAC – English Language Proficiency Assessment
ELDMP – English Language Development Master Plan
ELSP – English Language Support Professional
ESSA – Every Student Succeeds Act
IBL – Inquiry-Based Learning
I-FEP – Identified as Fluent English Proficient
IS Teacher – Independent Study Teacher
LTELs – Long-Term English Language Learners
OPTEL - Observation Protocol for Teachers of English Learners
PD – Professional Development
PLCs – Professional Learning Communities
RFEP - Redesignated Fluent English Proficient
SBE – State Board of Education
SAW – Student Activity Workbooks
SEL - Standard English Learners
DI– Direct Instruction
SIOP – Sheltered Instruction Observation Protocol
SLA – Second Language Acquisition
TOC – Temporary on call
WASC – Western Association of Schools and Colleges

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Appendix A

Student Demographic Questionnaire

As part of the state's accountability system, the California Department of Education requires the collection of specific demographic information which is for statistical purposes only. The privacy of this information is protected under federal law which prohibits distribution to third parties (i.e. - Immigration, the I.R.S., etc.).

Student Name: _____

Language Survey

Home Language Survey

Is any language other than English spoken at home?
○ Yes
○ No

First Language

Dropdown

Which language did the student first begin to speak?

Home Language

Dropdown

Which language is most often spoken at home?

Has the student taken the California English Language Development Test (CELDT) or ELPAC?
○ No
○ Yes

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Protocol for Enrollment of EL Students

Admissions Team

1. When gathering information and communicating with prospective students and families, check for previous ELPAC Scores or any indication of ELD services on transcripts, demographic reports, or any other school paperwork. Review digital registration and Home Language Survey. If questions indicate a language other than English, proceed with gathering additional evidence to determine a language status.

2. If no ELPAC scores are available, send an ELPAC score request to the ELD department to initiate the previous records research process.

3. Notate the date records were requested or received

4. Schedule orientation and translator (as needed).

5. Before orientation, contact the student's teacher and ELSPs with the following information:
    a. Student name
    b. ELD-related records: Information from family, academic records, and ELPAC scores

6. During orientation, provide an overview of the ELD program, services offered, and explanation of how those services are provided.

7. If possible, introduce the student and family to ELSP team members.

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Appendix B

Domain Performance Level Descriptors, Grades 6-12 IA ELPAC

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less-familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve (*2012 *English Language Development Standards).*
Intermediate English Learner	Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *English Language Development Standards*
Novice English Learner	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *English Language Development Standards.*

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Grades 9-12 IA ELPAC Score Ranges

The Initial English Language Proficiency Assessments for California (ELPAC) assess students in four domains: Listening, Speaking, Reading, and Writing. Students will receive an Overall score that falls into one of three levels, as shown in the table below. The scale score ranges for the Initial ELPAC are the same for all grade levels.

Initial ELPAC Overall Scale Score Ranges

Level 1 Novice	Level 2 Intermediate	Level 3 Initially Fluent English Proficient (IFEP)
150–369	370–449	450–600

The Overall score consists of the student's Oral Language score and Written Language score. The Oral Language score consists of the student's scores from the Speaking and Listening domains. The Written Language score consists of the student's scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student's grade level.

In kindergarten, the weighting of the Initial ELPAC Overall score is 90 percent Oral Language and 10 percent Written Language.

In first grade, the weighting of the Initial ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades two through twelve, the weighting of the Initial ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

Any future changes to the scale score ranges will require the approval of the State Board of Education. For additional information, visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/.

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SA ELPAC Domain Performance Level Descriptors, Grades 6-12

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less-familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less-familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the California ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less-familiar tasks and topics. This test performance level corresponds to the low to midrange of the "Expanding" proficiency level as described in the California ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the California ELD Standards.

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SA ELPAC Domain Performance Overall Scale Score Ranges

The Summative English Language Proficiency Assessments for California (ELPAC) assess English learners in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of four levels. The table below shows which scores fall within each range.

Summative ELPAC Overall Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
Kindergarten (K)	1150–1373	1374–1421	1422–1473	1474–1700
1	1150–1410	1411–1454	1455–1506	1507–1700
2	1150–1423	1424–1470	1471–1531	1532–1700
3	1150–1447	1448–1487	1488–1534	1535–1800
4	1150–1458	1459–1498	1499–1548	1549–1800
5	1150–1466	1467–1513	1514–1559	1560–1800
6	1150–1474	1475–1516	1517–1566	1567–1900
7	1150–1480	1481–1526	1527–1575	1576–1900
8	1150–1485	1486–1533	1534–1589	1590–1900
9 & 10	1150–1492	1493–1544	1545–1605	1606–1950
11 & 12	1150–1499	1500–1554	1555–1614	1615–1950

The Overall score consists of the student's Oral Language score and Written Language score. The Oral Language score consists of the student's scores from the Listening and Speaking domains. The Written Language score consists of the student's scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student's grade level.

In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

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Appendix C

California Department of Education • December 2021

English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter

Options For Youth
Public Charter Schools
An Exclusive WIOA Partner!

Dear Parent/Guardian:

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English.

This year, Options For Youth-San Gabriel will administer the Summative ELPAC either in person, remotely, or through a combination of in-person and remote. You will be contacted by a school EL staff member regarding your students testing location, day and time.

If your child is remotely testing, they will connect with a school staff member on the computer. Once your child enters the test session, please follow these guidelines during this test so your child can show what they can do on their own:

- Follow all instructions given by the school staff member.
- Do not talk about the questions on the test or any materials for the test with anyone before, during, or after the test.
- Do not record the test or take pictures of the test questions or of your child taking the test.
- Your child will be monitored through a web camera and microphone so the test examiner can provide support while taking the test. The test will not be recorded.
- Your child's voice will be recorded during the Speaking portion of the test only to double check the scores. Recordings will not be saved or made public.

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For more information on remote administration, visit elpac.org/resources/parent-resources/.

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best.
- Explore a practice test with your child at elpac.org/resources/online-practice-and-training-test/ so they are familiar with the platform and setup.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.

You will receive your child's results at or before the beginning of the next school year. The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about these tests, go to the ELPAC Starting Smarter web page at elpac.startingsmarter.org/, or review the Parent Guides to Understanding at cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child taking the Summative ELPAC, please contact _____ (Teacher Name) at _____ (School Phone Number).

Sincerely,

OFY-San Gabriel Assessment Team

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California Department of Education • December 2021

English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter

Options For Youth
Public Charter Schools
An Exclusive WIOA Partner!

Estimado padre/madre o tutor:

Como estudiante de inglés, su hijo(a) tomará las Evaluaciones Sumativas de Dominio del Idioma Inglés para California (ELPAC) esta primavera. El ELPAC Sumativo mide el progreso de su hijo(a) en la comprensión auditiva, la expresión oral, la lectura y la escritura en inglés. Se grabará la voz de su hijo(a) durante la parte oral de la prueba. Estas grabaciones se pueden utilizar para verificar los resultados de la prueba y no se guardarán ni se harán públicas. Esta prueba permitirá que el/la maestro(a) de su hijo/a le informe sobre los aspectos en los que su hijo/a puede necesitar apoyo adicional.

Su hijo(a) tomará el ELPAC Sumativo cada primavera hasta que tenga fluidez en inglés y ya no necesite apoyo para entender y estudiar el idioma. El calendario de las pruebas se indica a continuación:

Este año, Options For Youth realizará las Evaluaciones Sumativas en persona, de forma remota**,** mediante una combinación de pruebas presenciales y remotas.

Su hijo(a) realizará la prueba en casa. Se conectará con un miembro del personal de la escuela a través de la computadora. Una vez que haya ayudado a su hijo(a) a iniciar la sesión de la prueba, le pedimos que siga las siguientes pautas durante la prueba para que su hijo(a) pueda demostrar lo que puede hacer por sí:

- Siga todas las instrucciones impartidas por el miembro del personal de la escuela.
- No hable de las preguntas de la prueba o de cualquier material para la prueba con nadie antes, durante o después de la misma.
- No grabe el examen ni tome fotos de las preguntas de la prueba o de su hijo(a) mientras la realiza.
- Su hijo(a) será supervisado(a) a través de una cámara web y un micrófono para que el examinador pueda brindarle apoyo mientras realiza la prueba. La prueba no se grabará.
- La voz de su hijo(a) se grabará durante la parte de la prueba de expresión oral solo para comprobar las puntuaciones. Las grabaciones no se guardarán ni se

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harán públicas. Para obtener más información sobre la administración remota, visite elpac.org/resources/parent-resources/.

Si su hijo(a) no puede utilizar la cámara, el micrófono, el altavoz o los auriculares de la computadora durante la administración remota, puede ponerse en contacto un miembro del personal EL de la escuela y encontraremos la manera de satisfacer las necesidades de su hijo(a). Si no desea que su hijo(a) sea evaluado(a) de forma remota, comuníquese con su escuela para programar las pruebas en persona.

Usted es una parte importante de la educación de su hijo(a). Para asegurarse de que su hijo(a) se sienta cómodo(a) haciendo estas pruebas, usted puede hacer lo siguiente:

- Explíquele a su hijo(a) que la prueba es una herramienta para ayudarlo(a) a aprender y que no debe estar ansioso(a) ni asustado(a).
- Recuérdale a su hijo(a) que usted y su maestro(a) quieren que se esfuerce al máximo.
- Vea una prueba de práctica con su hijo(a) en elpac.org/resources/online-practice-and-training-test/ para que se familiarice con la plataforma y la preparación de las pruebas.
- Hable con el/la maestro(a) de su hijo(a) sobre sus habilidades de escucha, habla, lectura y escritura para ayudarlo con su aprendizaje.

Recibirá los resultados de su hijo(a) al comienzo del próximo año escolar o antes. Los resultados identificarán los aspectos en los que su hijo(a) se desempeña bien o necesita más ayuda, para que usted pueda apoyar mejor su aprendizaje en casa y los/las maestros(as) puedan apoyar mejor su aprendizaje en el aula.

Para obtener más información sobre estas pruebas, vaya a la página web de ELPAC Starting Smarter en elpac.startingsmarter.org/, o revise las Guías para la comprensión de los padres en cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

Si tiene alguna pregunta acerca de si su hijo toma el ELPAC sumativo, comuníquese con _____ (Nombre del maestro) al _____ (Número de teléfono de la escuela).

Atentamente,

OFY-San Gabriel Assessment Team

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California Department of Education • 2023-24 **Remote**

English Language Proficiency Assessments for California (ELPAC)
Summative ELPAC Parent and Guardian Notification Letter

Dear Parent/Guardian:

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English.

This year, Options For Youth Charter School will give the Summative ELPAC remotely.

Your child will take the test at home. They will connect with a school staff member on the computer. Once you have helped your child enter the test session, please follow these guidelines during this test so your child can show what they can do on their own:

- Follow all instructions given by the school staff member.
- Do not talk about the questions on the test or any materials for the test with anyone before, during, or after the test.
- Do not record the test or take pictures of the test questions or of your child taking the test.
- Your child will be monitored through a web camera and microphone so the test examiner can provide support while taking the test. The test will not be recorded.
- Your child's voice will be recorded during the Speaking portion of the test only to double check the scores. Recordings will not be saved or made public.

For more information on remote administration, visit elpac.org/resources/parent-resources/. If your child cannot use the computer's camera, microphone, speaker, or headphone during remote testing, you may contact your student's online teacher and we will find a way to meet your child's needs. If you do not wish to have your child tested remotely, contact your school to set up in-person testing.

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You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and to not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best.
- Explore a practice test with your child at elpac.org/resources/online-practice-and-training-test/ so they are familiar with the platform and setup.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.

You will receive your child's results at or before the beginning of the next school year. The results will identify where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about these tests, go to the ELPAC Starting Smarter web page at elpac.startingsmarter.org/, or review the Parent Guides to Understanding at cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child taking the Summative ELPAC, please contact Marcilyn Jones-ELD Compliance Manager at 310-780-2087.

Sincerely,

Marcilyn Jones-ELD Compliance Manager
Principal: Bryce Egardo

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California Department of Education • 2023-24 **Remote**

English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter Template

Estimado padre/madre o tutor:

Como estudiante de inglés, su hijo(a) tomará las Evaluaciones Sumativas de Dominio del Idioma Inglés para California (ELPAC) esta primavera. El ELPAC Sumativo mide el progreso de su hijo(a) en la comprensión auditiva, la expresión oral, la lectura y la escritura en inglés. Se grabará la voz de su hijo(a) durante la parte oral de la prueba. Estas grabaciones se pueden utilizar para verificar los resultados de la prueba y no se guardarán ni se harán públicas. Esta prueba permitirá que el/la maestro(a) de su hijo/a le informe sobre los aspectos en los que su hijo/a puede necesitar apoyo adicional.

Su hijo(a) tomará el ELPAC Sumativo cada primavera hasta que tenga fluidez en inglés y ya no necesite apoyo para entender y estudiar el idioma.

Este año, Options For Youth Charter School realizará las Evaluaciones Sumativas de forma remota.

Su hijo(a) realizará la prueba en casa. Se conectará con un miembro del personal de la escuela a través de la computadora. Una vez que haya ayudado a su hijo(a) a iniciar la sesión de la prueba, le pedimos que siga las siguientes pautas durante la prueba para que su hijo(a) pueda demostrar lo que puede hacer por sí:

- Siga todas las instrucciones impartidas por el miembro del personal de la escuela.
- No hable de las preguntas de la prueba o de cualquier material para la prueba con nadie antes, durante o después de la misma.
- No grabe el examen ni tome fotos de las preguntas de la prueba o de su hijo(a) mientras la realiza.
- Su hijo(a) será supervisado(a) a través de una cámara web y un micrófono para que el examinador pueda brindarle apoyo mientras realiza la prueba. La prueba no se grabará.
- La voz de su hijo(a) se grabará durante la parte de la prueba de expresión oral solo para comprobar las puntuaciones. Las grabaciones no se guardarán ni se harán públicas.

Para obtener más información sobre la administración remota, visite elpac.org/resources/parent-resources/. Si su hijo(a) no puede utilizar la cámara, el

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micrófono, el altavoz o los auriculares de la computadora durante la administración remota, puede ponerse en contacto con tus estudiantes profesora en línea y encontraremos la manera de satisfacer las necesidades de su hijo(a). Si no desea que su hijo(a) sea evaluado(a) de forma remota, comuníquese con su escuela para programar las pruebas en persona.

Usted es una parte importante de la educación de su hijo(a). Para asegurarse de que su hijo(a) se sienta cómodo(a) haciendo estas pruebas, usted puede hacer lo siguiente:

- Explíquele a su hijo(a) que la prueba es una herramienta para ayudarlo(a) a aprender y que no debe estar ansioso(a) ni asustado(a).
- Recuérdele a su hijo(a) que usted y su maestro(a) quieren que se esfuerce al máximo.
- Vea una prueba de práctica con su hijo(a) en elpac.org/resources/online-practice-and-training-test/ para que se familiarice con la plataforma y la preparación de las pruebas.
- Hable con el/la maestro(a) de su hijo(a) sobre sus habilidades de escucha, habla, lectura y escritura para ayudarlo con su aprendizaje.

Recibirá los resultados de su hijo(a) al comienzo del próximo año escolar o antes. Los resultados identificarán los aspectos en los que su hijo(a) se desempeña bien o necesita más ayuda, para que usted pueda apoyar mejor su aprendizaje en casa y los/las maestros(as) puedan apoyar mejor su aprendizaje en el aula.

Para obtener más información sobre estas pruebas, vaya a la página web de ELPAC Starting Smarter en elpac.startingsmarter.org/, o revise las Guías para la comprensión de los padres en cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

Si tiene alguna pregunta sobre la evaluación ELPAC Sumativo que rendirá su hijo(a), póngase en contacto c*on* Marcilyn Jones, ELD Compliance Manger *at* 310-780-2087.

Atentamente,

Marcilyn Jones, ELD Compliance Manager
Principal: Bryce Egardo

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Appendix D

Sample inclusive instructional practices used in integrated and designated classes:

Anticipatory KWL Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about ...." and "What I would like to find out about ...." After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise

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your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There, Think and Search, On My Own* (See QAR, Day One.)

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, and evaluation.

Cooperative Dialogue -

1. Students number off one through four.
2. Each student pairs with another student from a different group who has the same number.
3. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4. Pairs are selected to present dialogues in chronological order to the class. activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

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Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart.

Other examples of graphic organizers are listed below:

Comparison-Contrast Matrix-Students determine similarities and differences between two people, things, solutions, organisms, stories, ideas, or cultures.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Interval Graphs-Chronological order, bar graphs, parallel events, number value.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Matrix Diagram-Schedules, statistics, problem solving, comparisons with multiple criteria. Fishbone Diagram-Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin and share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

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Idea Starts -Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that has an impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first _____ pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did _____? How does _____ relate to your life or experiences? Compare _____ to _____. What if _____? Predict _____) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss,

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and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to the home team.

Journals -Students keep questions and ideas in a journal. These may be used later to develop a formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left and responses, reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members of Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off I to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously- selected number answers the question. After the student responds, the other teams may agree

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with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

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Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip Create a 6-paneled comic strip of the lesson content.

Image and Quote Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement Choose an item from the lesson content and make a newspaper or magazine ad for it.

PQRST Study Strategy - Preview: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Q**uestion: Student identifies questions that the writer is going to answer during the reading. **R**ead: Student reads to obtain answers to the questions and takes notes. **S**ummarize: Student summarizes the information regarding each question posed. **T**est: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship (QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

Right There The answer is located directly in the reading

Think and Search The answer is "between the lines." The reader needs to analyze, make inference and/or predict the answer based on the information in the reading.

On My Own The answer is "beyond the lines." The reader must base the answer on his/her own experience.

Quick Drawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style are not important.

RAFT -May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been

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presented to them The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs - Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide-

1. Headings Read -Around- Students take turns reading the headings of the reading
2. Prediction Chart- With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct.
3. Thinking Questions- Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right--hand side students reflect on the implications of each topic.

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Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. Inclusive Strategies GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 index card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others,

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students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off A-B-C-D. They use the following interview steps in order to share what they have written in a quick-write until they all have been read. Step 1: A interviews B, C interviews D, Step 2: B interviews A, D interviews C, Step 3:A interviews C and D about B, B interviews C and D about A, C interviews A and B about D, D interviews A and B about C.

Verbalizing -Students share with a partner ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards - Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members then exchanged with other groups.

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Appendix E

Activity 3: Writing – Alternate Ending

Worth 10 pts.

Just about every DVD or Blu-ray comes equipped with a special features menu. In that menu one can usually find deleted scenes and sometimes an alternate ending. Many times after watching these scenes, a movie viewer may be able to hypothesize as to why the author left out or chose to go with specific scenes.

DIRECTIONS: **Change** how Gillian decided to use the $1,000 or include a decision from Mr. Tolman and Mr. Sharp. Pretend you are the writer/director of "One Thousand Dollars" and your job is to write an alternate/different ending. The checklist below explains the requirements of your alternate ending.

Your ending must:

- ☐ include dialogue
- ☐ be 1-2 pages

Be original in your writing. It should be written by you and only you.

Alternate Ending Rubric

Standard	1	3	5	Score
Voice & Originality	Writer's voice is difficult to distinguish from original author; distracting to the reader	Writer's voice is inconsistent and writing demonstrates traces of originality and creativity	Writer's voice is strong and successfully demonstrates originality and creativity	
Plot	The climax, falling action or resolution has not been altered	The climax, falling action or resolution of the story is altered but is choppy or awkward	The climax, falling action, or resolution of the story is successfully altered and blends well with the plot	
			Score	/ 10

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Activity 19: Research Project (5 points)

DIRECTIONS: Look back over the literary and informational selections that you have read in this unit (Literary: "One Thousand Dollars" p. 308-313; "Everest" from *Touch the Top of the World* p. 449-458; "A Toast to the Oldest Inhabitant: The Weather of New England" p. 520-524; "One Million Volumes" p. 500-506; Informational: Course Catalog p. 581, 582; website p. 697, 698; Volunteer Application p. 1009-1010). You were encouraged to use the reading strategies while you were reading.

Your Task: **Identify** a question that came to your mind while reading that you wanted to know more about. Many times a reader has a small amount of knowledge about a subject they are about to read and as they continue reading they gain more knowledge and/or develop questions for further research.

Maybe you'd like to know more about Mt. Everest or Mt. Everest expeditions, or libraries and the materials that can be accessed, or the weather in a particular country or region, etc. Complete the graphic organizer below that will help you explore your question.

In the "L" category, you will record your findings from your research. You can start your research by typing your question into the search field of *Google.com* or *Yahoo.com*. *Note: Write the website name or link down so that you can have easy access to something you see that you want to incorporate in the summary.*

Scavenger Hunt Begins
You will be directed to pages and pages of search results with information about your topic. It can feel like a scavenger hunt at times, but you must remember what you have already learned about reliable sources. You want to stay away from blogs and sites like ***answers.com*** that just gives opinions without citing how they know what they know. *Keep in mind: Reliable website will have a writer/author, a publication year, and sometimes an affiliation or organization name.*

K	W	W	L
What do you know about your topic?	What do you want to know about your topic?	Where do you think you will find the information for your topic?	What did you learn about your topic?

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DIRECTIONS: In one 4-5 sentence paragraph, **summarize** your question, the text that sparked your question, and hypothesize or brainstorm possible explanations to your question.

Activity 20: Multimedia Project (10 points)

Share your knowledge

A Multimedia project is one that merges text, still photos, music, video and/or animation. PowerPoint is a great program to incorporate these components.

DIRECTIONS: **Create** a short multimedia project of the information you learned about your topic from the KWWL chart.

In your PowerPoint you can include:

- a video, i.e. an interview
- pictures
- text
- music

The PowerPoint should be 10-12 slides. Use the following boxes to plan your PowerPoint. After you plan your PowerPoint, open up PowerPoint on your computer and create your PowerPoint. Save it on your flash drive using the title "Unit 3 Multimedia." You will need to send this PowerPoint to your teacher digitally from your flash drive and print a copy for review.

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Multimedia PowerPoint Rubric

Standard	Below the Standard 1	Approaching the Standard 3	Meets the Standard 5	Exceeds the Standard 7	Score
Writing #6 PowerPoint reflects p	Assignment is incomplete and/ or reflects basic knowledge of PowerPoint and Internet to conduct Research; direct teaching needed	Assignment lacks knowledge of some of the features of PowerPoint and the internet that can enhance the presentation; intervention needed	Assignment reflects proficient use of PowerPoint and the Internet to conduct research	Assignment reflects impressive use of PowerPoint and the Internet to conduct research	
Writing #7 Introduces counterclaims	Assignment lacks appropriate research that will help to answer the original research question ; direct teaching needed	Assignment is missing some research that will help to answer the original research question ; student is approaching understanding of subject; intervention needed	Assignment answers the original research question and reflects understanding of subject	Assignment masterfully answers the original research question and reflects an advanced understanding of subject	
* **Teacher Note: Points over 10 are considered extra credit.**				**Score**	**/ 10**

Writing Standards for Production and Distribution of Writing

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products ,taking advantage of technology's capacity to link to other information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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Activity 23: Planning a Persuasive Essay

DIRECTIONS: **Use** the Essay Graphic Organizer below to organize your thoughts then **type** your rough draft. Remember to use 12 pt. Times New Roman. Your essay should equal 2-3 pages in length. ***This essay is worth 35 points.***

Introduction/Beginning

Body

Conclusion

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Rubric for Persuasive Essay (for teacher)

worth 35 points

Score Breakdown:

1 = skill is not evident in the work (distracts the reader from understanding the purpose and/or events, takes away from enjoyment of the work)
3 = skill is present, but needs revision (skill is not consistent or could be stronger to add to the purpose/ organization/ enjoyment of the work)
5 = skill is present and very effective (adds to the enjoyment/purpose/understanding of the work)

CRITERIA	RATING SCALE
How well did you plan your essay? Did you take advantage of the graphic organizers? Does your planning match your writing?	1 3 5
Support/Elaboration: How effective are your descriptions of people, places and events?	1 3 5
Did you choose a perspective and is it consistent in the essay?	1 3 5
Are your arguments clear and did you support them with details?	1 3 5
Did you use rhetorical devices?	1 3 5
Voice: Can your voice and style be detected?	1 3 5
Conventions: Did you use a variety of sentence types: simple, complex, complex compound?	1 3 5
Comments:	
Areas of strength/Areas that need improvement	
Total Score	**/35**

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Appendix F

8 Cross-Curricular Common Core Principles	How the Curriculum Department Uses the Principles in New Courses
Build strong content knowledge	Content is delivered through engaging learning experiences, using instructional strategies such as: graphic organizers, sequential instruction, big ideas, scaffolding, modeling, vocabulary study, independent research, and note-taking.
Comprehend as well as critique	Students learn to: cite textual evidence to support analysis of primary and secondary sources; determine the central ideas in a text and provide a clear and accurate summary; analyze a series of events and determine their cause; and relate the events to theories, research, or historical knowledge.
Value and engage in argument from evidence	The curriculum emphasizes rigorous thinking and analysis, not answer-hunting. Students are given numerous opportunities to present their own theories to answer open-ended questions. However, students must support their ideas and arguments with evidence from the texts or from their own research.
Reason abstractly and quantitatively	Students are asked to both interpret and produce abstract and quantitative media, including fine art, patterns, charts, graphs, timelines, poetry, and symbols.
Construct viable arguments and critique reasoning of others	Students learn to evaluate an author's or a speaker's point of view, reasoning, and use of evidence and rhetoric, including positive persuasive techniques and logical fallacies. They must present information, findings, and supporting evidence in oral and written forms. Writing conferences allow teachers to give feedback so that students can learn to strengthen their arguments and critiques.

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Construct explanations and design solutions	The curriculum encourages students to develop original analyses and to create unique responses to what they are learning. Logic and problem-solving skills are cultivated through engaging, realistic performance tasks and relevant, challenging, research opportunities. Activities, questions, and projects are designed to tap into higher-order thinking skills (Bloom's Taxonomy) and depth of knowledge (Webb's DOK).
Obtain, evaluate, and communicate information	Students learn to present information, findings, and supporting evidence such that listeners can follow their line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. Students make strategic use of digital media and visual displays of data to express information and enhance understanding. They adapt speech or writing to a variety of contexts and communicative tasks.
Use technology and digital media strategically and capably	The curriculum emphasizes: accessing, using, managing, and evaluating information; understanding ethical issues and avoiding plagiarism; analyzing media's messages, purposes, and potential to influence beliefs and behaviors; and using technology as a tool to research, organize, evaluate, and communicate effectively.

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Appendix G

Options For Youth
Public Charter Schools
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Reclassification Checklist

Student Name: _____

Student SSID ID #: _____ **DOB:** _____

Reclassification Submission Packet (RSP) – Cover Page

Center/Charter _____

ELD Coach _____

Date _____

STEP 1 - Test Score Eligible

- ELD coach will identify eligible students based on passing ELPAC scores
- Verify Renaissance Scaled Score
- Send parent 1st notification letter

STEP 2 - Gather & Review Documents

- ELD coach and test site coordinator follow up to get the parent 1st notification letter signed (if necessary).
- If the parent 1st notification letter is not signed, send parent 2nd notification letter
- Complete of sections of the English Learner Reclassification Form
- Schedule team meeting: ELD Coach/ Parent/ Teacher/ DI / student/EL Specialist
- Include: Renaissance Score (snip into tab) and ELPAC score sheet (snip into tab)

STEP 3 - Sending documents to ELD Compliance

- Email completed pdf workbook to Skyrocket ELD-Compliance Manager.
  Follow Up:
  - Notification if the student is eligible or ineligible will be received within 5 days
  - Additional information may be requested which will extend eligibility beyond five days.

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Friendly reminder when storing documents

- Keep ORIGINAL copies of documents in student's file:
    - English Learner Reclassification Form (form, notification, notes, final letter)
    - Renaissance Scores (diagnostic report)
    - ELPAC Score Report

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Appendix H

Sample Parent/Guardian Notification Letter for Annual Assessment Results – English Learners Being Considered for Reclassification

Options For Youth
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First Notification

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the California English Language Development Test (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for the current school year, and the results are attached. Based on your child's performance on this test, **(student name)** may be reclassified as fluent English proficient (RFEP). In addition to the ELPAC results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion and consultation as the parents or guardians about his/her proficiency in English, and your child's performance on Renaissance Reading Assessment.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your child. Congratulations!

Sincerely,

_____ _____

Principal / ELD ADMIN Designee Date

*****Please fill out the bottom portion of this letter and return it to the center your child attends.*****

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Detach Here

Scheduled Appointment Date: _____ Time:_____

☐ Yes I will attend. ☐ Please reschedule to: Date:_____ Time: _____

_____ _____
Parent Signature Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results – English Learners Being Considered for Reclassification

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Primera Notificación

Estimados padres de familia o tutores:

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen cada año una prueba estatal de dominio del inglés a todos los estudiantes identificados como estudiantes de inglés como segunda lengua (conocidos en inglés como *English learners*). En California esta prueba se llama la Prueba para Medir el Desarrollo del Inglés en California (conocida, por sus siglas en inglés, como la prueba ELPAC). Los resultados de la prueba ELPAC ayudan a medir el progreso de cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

Su hijo/a ha participado en la prueba ELPAC correspondiente al presente año escolar, y los resultados están adjuntos. De acuerdo con el rendimiento que demostró en esta prueba, podrá ser reclasificado como estudiante con dominio competente del inglés

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(conocido en inglés como *reclassified fluent English proficient* o, por sus siglas en inglés, como RFEP). Además de los resultados de la prueba ELPAC, los criterios usados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo/a realizada por el maestro, su opinión, como padre de familia o tutor, sobre la competencia de su hijo/a en inglés y el rendimiento de su hijo/a en la Prueba de los Estándares Académicos de California en Lengua y Literatura en Inglés (conocida en inglés como *California English–Language Arts Standards Test)* y aplicada como parte del Programa de Exámenes y Reportes Estandarizados (conocido, por sus siglas en inglés, como el Programa Renaissance).

Le invitamos a asistir a una junta especial en la escuela para discutir el proceso de reclasificación y el programa recomendado para su hijo/a. ¡Felicidades!

Atentamente,

_____ _____

Superintendente/Director Fecha

******Por favor llene la parte inferior de esta carta y devuélvalo al centro que su hijo/a asiste.******

Detach Here

Fecha de Cita: _____ Hora:_____

☐ Si voy a asistir. ☐ Por favor repogramar a: Fecha:_____Hora: _____

_____ _____

Firma de Padres o Tutor Fecha

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Final Determination Letter

Dear Parents or Guardians:

This letter is to inform you that your child has taken the California English Language Development Test (ELPAC) during the Summative Assessment Testing Window. Based upon your child's performance on this test, your child was evaluated to be reclassified as a Redesignated Fluent English Proficient (RFEP) student. In addition to the ELPAC results, criteria used to make this decision included: an evaluation of your child's academic performance, your child's performance on the Renaissance Reading Assessment, and parents/guardians opinion and consultation. As a result of the evaluation, your child will be reclassified as RFEP on _____ by Options for Youth San Gabriel. This means your child is not required to test for ELPAC at our school or any other school for the remainder of their education. Congratulations!

Sincerely,

_____ _____

Principal/Principal Designee Date

_____ _____

Parent Signature Date

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Carta De Determinación Final

Estimados padres o tutores:

Esta carta es para informarle que su hijo ha tomado la Prueba de desarrollo del idioma inglés de California (ELPAC) durante la ventana de prueba de evaluación sumativa. Basado en los resultados de su hijo(a) en esta prueba, su hijo(a) fue evaluado para reclasificación como un estudiante Reclasificado en Inglés (RFEP). Además de los resultados del ELPAC, los criterios utilizados para tomar esta decisión incluyen una evaluación de desempeño de su hijo(a) por el Departamento de Evaluación de Idiomas de OFY-San Gabriel, el rendimiento en la Prueba de Estándares de California de Inglés y Literatura (dada como parte del exámen de lectura Renaissance). Como resultado de la evaluación, su hijo(a) ese legible de ser reclasificado como RFEP el _____ por Option for Youth San Gabriel. Esto significa que su hijo(a) no está obligado a probar ELPAC en nuestra escuela o cualquier otra escuela por el resto de su educación. ¡Felicidades!

Atentamente,

_____ _____

Director/a Fecha

_____ _____

Firma de los Padres Fecha

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Appendix I

Options For Youth
Public Charter Schools

English Learner Reclassification Form 2023-24

Student Information (Assessment)			
Student Name:		Teacher Name:	
Date of Birth:		School:	Options For Youth Public Charter Schools
Grade:		Charter:	
Parent/Guardian Name:		Center:	
Home Phone #:		Initial EL Identification Date:	
Home Address:		Primary Language:	
City/State/Zip:		State ID#:	
		Student trac ID#:	

Criterion #1 (Assessment)

Assessment of English Language Proficiency			
Overall level of 4 must be obtained for RFEP consideration.			
ELPAC score sheet (snip into tab)			
Date of ELPAC Test:			
Overall Level	1	2	3
Oral Language Level	1	2	3
Written Language Level	1	2	3

Comparison of Performance in Reading Skills			
Insert Star Ren Diagnostic report (snip into tab)			
Date of Star Renaissance:			
Enter highest STAR REN Unified Reading Score			
Qualifying STAR REN Unified Score Needed			
Grade 7 1045		Grade 10 1098	
Grade 8 1066		Grade 11 1102	
Grade 9 1086		Grade 12 1114	

Criterion #2 (Coach)

Language Analysis Team Evaluation-This can be documented in the Team Meeting notes tab.

School Administration Authorization

Redesignation to R-FEP is Recommended for this student: Yes / No

Signatures

Parent Notification #1: _____ (Date Mailed)
Parent Notification #2: _____ (Date Mailed)

Teacher Signature: _____ Date: _____

ELD Admin Designee: _____ Date: _____

Parent Signature: _____ Date: _____

ELD Manager Signature: _____ Date: _____

**School districts must monitor pupil performance for four years after reclassification in accordance with existing California regulations and the Every Student Succeeds Act (ESSA) Act of 2015.*

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Appendix J

California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), also referred to as 'integrated' language development, and bilingual instruction.

Different authorizations are available for distinct purposes and credential holders.

State of California
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213
Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

SERVING ENGLISH LEARNERS

This leaflet(https://www.ctc.ca.gov/credentials/leaflets/serving-english-learners-(cl-622)) provides a summary of the documents issued by the Commission that authorize instruction to English learners. Complete information about the authorizations and requirements for these documents can be obtained from the Commission's website.

A teacher who is assigned to provide any of the following services must hold an appropriate authorization to provide the instruction to students.

- Instruction for English language development (ELD)
- Specially designed academic instruction delivered in English (SDAIE)
- Content instruction delivered in the primary language
- Instruction for Primary Language Development

Table 1 lists the documents issued by the Commission that authorize one or more of these types of instruction to English learners.

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Documents Currently Issued by the Commission that Authorize Instruction to English Learners Teaching Credentials with English Learner or Bilingual Authorization

All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner Authorization (ELA) was also embedded in the coursework for the Education Specialist Credential. These individuals earn an ELA directly on their teaching credential.

Candidates enrolling in California teacher preparation programs since January 1, 2014 earn an ELA upon program completion that has been revised in scope. An individual issued a Multiple Subject, Single Subject, or Education Specialist Credential with the revised ELA may provide ELD to students within the subject(s) authorized by the credential and SDAIE instruction, but is not authorized to provide departmentalized ELD instruction. See Coded Correspondence 14-01 on the Commission's website for more details.

Educators who earn the revised ELA that only authorizes ELD within the content being taught may complete either a Commission-approved California Teachers of English Learners (CTEL) program or the CTEL exam to expand their authorization to include departmentalized ELD.

Individuals interested in obtaining a Bilingual Authorization in conjunction with their credential program should contact a college or university with a Commission-approved Bilingual Authorization program. Individuals prepared outside of California must meet the requirements for an ELA or Bilingual Authorization as outlined in the credential leaflets referenced below.

English Learner Authorization/CLAD Certificates and Bilingual Authorizations

Requirements for the full ELA (authorizes departmentalized ELD) or Cross-cultural, Language and Academic Development (CLAD) Certificate may be satisfied by course work completed through a Commission-approved CTEL program, passing the appropriate Commission-approved examinations, or through a combination of exams and course work. The Bilingual Authorization may be earned by passage of the appropriate Commission-approved examinations, completion of a Commission-approved Bilingual Authorization program, or a combination of exams and coursework. Individuals must have a valid prerequisite credential on file at the time of issuance for either of these authorizations. Information regarding specific requirements may be found on the English Learner Authorization/CLAD Certificate leaflet, CL-628C, Bilingual Authorization leaflet, CL-628B, and Coded Correspondence 10-07.

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Single Subject-World Language: English Language Development (ELD)

The World Language: ELD content area may be listed as a stand-alone authorization on a Single Subject Teaching Credential, intern credentials (university and district) by a program sponsor with an approved pedagogy course, Short-Term Staff Permits, Provisional Internship Permits, and Variable Term Waivers. The World Language: ELD content area authorizes departmentalized ELD instruction including reading, writing, listening, and speaking, and SDAIE for additional content areas added or any other basic credential held.

Bilingual Crosscultural Specialist Credentials

The requirements for a Bilingual Crosscultural Specialist Credential are possession of a valid prerequisite credential and completion of a Commission-approved Bilingual Crosscultural Specialist Program. Authorizes ELD and to teach departmentalized and self-contained classes to English learners in the target language listed or in ELD programs. Individuals prepared outside of California must seek advisement and be recommended by a California college or university with a Commission-approved program.

University Intern Credentials with English Learner or Bilingual Authorization

Individuals must contact a college or university with a Commission-approved intern program for the Multiple Subject, Single Subject, or Education Specialist Teaching Credential with ELA for admission requirements. Those seeking a Bilingual Authorization should contact the Commission-approved program sponsor for specific requirements. After completing an intern program, the applicant must secure the formal recommendation of the institution for full certification. A link to a list of institutions with Commission-approved intern programs may be found on the University Intern Credentials leaflet, CL-402A.

District Intern Credentials with English Learner or Bilingual Authorization

The District Intern Credential is an alternative route to earning a teaching credential. Within the program, an individual will earn either an ELA or Bilingual Authorization. Specific requirements and contact information may be found on the District Intern Credential leaflet, CL-707B.

Emergency CLAD/Bilingual Authorization Permits

Emergency CLAD and Bilingual Authorization Permits are available only at the request of an employing agency. Individuals seeking employment based upon an emergency permit must contact a prospective employer for information. The holder must have a valid prerequisite credential on file at the time of issuance. Emergency permits may be

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reissued twice, authorizing a maximum of three years of service to complete requirements for the ELA/CLAD Certificate or Bilingual Authorization. For more information, see Emergency Permits-Crosscultural, Language and Academic Development (CLAD) and Bilingual Authorization Permits leaflet, CL533O-CLAD-BL.

Provisional Internship Permits/Short-Term Staff Permits

Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permits and Short-Term Staff Permits with an ELA or Bilingual Authorization are only available at the request of an employing agency. Individuals seeking employment based upon these types of permits must contact a prospective employer. More information may be found Credential Leaflet CL-856 for the Provisional Internship Permit and Credential Leaflet CL-858 for the Short-Term Staff Permit.

Certificates of Completion of Staff Development

The Certificate of Completion of Staff Development authorizes the holder to teach Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners within the subject matter content and grade level of the holder's prerequisite credential. The holder must have a valid prerequisite credential on file at the time of issuance. Information regarding current requirements may be found on the Certificate of Completion of Staff Development leaflet, CL-824.

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Table 1: Types of Instruction Authorized

Credentials, Certificates, Permits, and Supplementary Authorizations Issued by the Commission that Authorize Instruction to English Learners.

Document	ELD [1] Within Content Area	Departme-ntalized ELD [1]	SDAIE [1]	Bilingual Instruction [1]
Multiple Subject, Single Subject, or Education Specialist Credential with full ELA (or CLAD Emphasis) Authorization Codes: ELA [1] (or CLAD)	Yes	Yes	Yes	N/A
Multiple Subject, Single Subject, or Education Specialist Credential with revised ELA [2] Authorization Codes: ELAM, ELAS, or ELAE	Yes	N/A	Yes	N/A
Multiple Subject, Single Subject, or Education Specialist Credential with a Bilingual Authorization (or BCLAD Emphasis)	Yes	Yes	Yes	Yes

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Bilingual Crosscultural Specialist Credential	Yes	Yes	Yes	Yes
CLAD Certificate	Yes	Yes	Yes	N/A
Bilingual Authorization	Yes	Yes	Yes	Yes
Single Subject Teaching Credential in World Language: ELD content [3]	Yes	Yes	Yes	N/A
Language Development Specialist (LDS) Certificate [4]	Yes	Yes	Yes	N/A
BCLAD Certificate [4]	Yes	Yes	Yes	Yes
Bilingual Certificate of Competence (BCC) [4]	Yes	Yes	Yes	Yes
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL [4]	Yes	Yes	N/A	N/A

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General Teaching Credential [5]	Yes	Yes	N/A	N/A
University Intern Credential with revised ELA Authorization Codes: ELAM, ELAS, or ELAE	Yes	N/A	Yes	N/A
University Intern Credential with a Bilingual Authorization	Yes	Yes	Yes	Yes
District Intern Credential with revised ELA Authorization Code: ELA [3]	Yes	N/A	Yes	N/A
District Intern Credential with a Bilingual Authorization	Yes	Yes	Yes	Yes
Clear Designated Subjects Career Technical Education Credential [6]	N/A	N/A	Yes	N/A

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Emergency CLAD Permit	Yes	Yes	Yes	N/A
Emergency Bilingual Authorization Permit	Yes	Yes	Yes	Yes
Provisional Internship Permit/Short-Term Staff Permit with revised ELA	Yes	N/A	Yes	N/A
Provisional Internship Permit/Short-Term Staff Permit with Bilingual	Yes	Yes	Yes	Yes
Certificate of Completion of Staff Development [8]	Yes	N/A	Yes	N/A
Certificate of Completion of Staff Development (SB 1969) [8,9]	Yes	N/A	Yes	N/A

Note [1]:

- ELD: Instruction for English language development.
- SDAIE: Specially designed academic instruction delivered in English.
- Bilingual Instruction: Instruction for primary language development and content instruction delivered in the primary language.

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Note [2]: May complete CTEL program or exam to expand this authorization to include departmentalized ELD (earns ELA1 or CLAD certificate).

Note [3]: Separate EL authorization will not be added to a credential issued in this content area. See Coded Correspondence 14-01

Note [4]: No longer issued but holders of valid documents may continue to serve on these documents.

Note [5]: No longer initially issued but may be renewed. Although the holder may legally be assigned to teach ELD, the Commission does not recommend this assignment unless the holder possesses specific skills or training in ELD teaching.

Note [6]: Only applies to the clear CTE credential. The five year preliminary CTE credential program does not contain SDAIE embedded coursework or provide a SDAIE authorization.

Note [7]: May be issued with the bilingual authorization when accompanied by proof of target language proficiency.

Note [8]: Option authorizing ELD within the grade, setting, and content area of the credential applies only for teachers holding Multiple Subject, Single Subject or Education Specialist credentials. This option had a sunset date of January 1, 2008. See Coded Correspondence 07-16. Some of the authorizations have restrictions based on the methods used to qualify for the certificate. Authorizes SDAIE only for holders of the Designated Subjects Career Technical Education and Special Subjects Teaching Credentials and Services Credentials with a Special Class Authorization.

Note [9]: Never resulted in the Commission issuing a certificate. The Commission served as a repository of program completion information only.

Reference:
California Education Code, Sections 44203 and 44253.2 through 44253.10; and Title 5, California Code of Regulations, Sections 80015 through 80016, 80021 and 80021.1, 80024.1 through 80024.2.1, 80024.7, and 80024.8. Updated: December 31, 2021

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Appendix K

Key EL Program Components	Key Implementation Questions - Do we have a system in place to ensure:	
	Yes/No	
Initial Identification and Assessment		A Home Language Survey is completed for all students?
		Initial ELPAC assessments are completed within guidelines?
		Parent Notification of assessments results and program selection are on file?
English Language Development		All EL students received ELD instruction appropriate for their level of English proficiency using standards-based ELD curriculum?
		Teachers monitor ongoing ELD progress?
		ELD instruction takes into consideration District recommendations?
		Progress data indicates ____% of all EL students at ELPAC levels are advancing 1 level annually?
		There is an Academic Learning Plan on file to help EL students accelerate their ELD progress? Note: ELD goals for EL students receiving Special Education services must also be delineated on the IEP.
Access to Core Curriculum		All EL students receive appropriate Master Plan program services to ensure access to standards-based grade-level instruction?
		Achievement data indicates that EL students are learning grade-level academic content?
		All sub skills areas for EL students with ELPAC levels level 3 or 4 overall levels are at least at oral and writing composite levels of 3 or 4?

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		There is an Academic Learning Plan in place to help EL students recoup any academic deficits?
Staffing		All teachers delivering designated ELD instruction have the appropriate EL authorized credentials or are enrolled in courses leading to the appropriate authorization?
		All teachers delivering integrated instruction have the appropriate EL authorized credentials or are enrolled in courses leading to the appropriate authorization?
		All classes have an appropriate student to teacher ratio?
Parent Participation		There are parent/guardian informative workshops offered throughout the year?
		Parent/guardian workshops focus on programs and services for EL students?
		Parents/guardians are given the opportunity to participate in parent committees (i.e. DELAC, PAC, etc...)?
		School fliers, bulletins, alerts, notifications and other communications are provided in parents/guardians preferred language?

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Appendix L

Observation Protocol for Teachers of English Learners (OPTEL)

This document fulfills requirements in *Education Code* 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Student Name: _____ **Grade Level:** _____ **Date(s) Observed:** _____

IEP: Yes ◯ No ◯ **504 Plan:** Yes ◯ No ◯ **ELPAC Level:** _____

A. Description of Receptive Skills: Listening and Reading Comprehension *(Select one level from the choices below)*

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

◯ **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)**

- The student ***rarely*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with ***substantial*** teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student ***rarely*** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

◯ **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)**

- The student ***sometimes*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***moderate*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student ***sometimes*** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

◯ **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)**

- The student ***often*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***light*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student ***often*** appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

◯ **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)**

- The student ***consistently*** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With ***minimal*** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student ***consistently*** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

Instructional Setting(s) in which the student was observed *(Choose all that apply)*:

☐ English Language Arts/Literacy
☐ English Language Development
☐ Mathematics
☐ Science
☐ History/Social Science

Other: _____

Interaction Type(s) *(Choose all that apply)*:

☐ Whole Group (one-to-many)
☐ Small Group (one-to-few)
☐ Pairs (one-to-one)

Other: _____

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

SEE PAGE 4 FOR GLOSSARY OF TERMS

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B. Description of Expressive Skills: Speaking and Writing
(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

○ **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)**

- The student ***rarely*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.
- Only with ***substantial*** teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.
- The student ***rarely*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

○ **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)**

- The student ***sometimes*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With ***moderate*** teacher support, the student ***sometimes*** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.
- The student ***sometimes*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.

○ **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)**

- The student ***often*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With ***light*** teacher support, the student ***often*** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
- The student ***often*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

○ **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)**

- The student ***consistently*** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- The student ***consistently*** uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
- The student ***consistently*** expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

SEE PAGE 4 FOR GLOSSARY OF TERMS

Instructional Setting(s) in which the student was observed *(Choose all that apply)*:

- ☐ English Language Arts/Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science

Other:

Interaction Type(s) *(Choose all that apply)*:

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

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Glossary of Terms

California English Language Development Standards (CA ELD Standards) – The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content.

English Language Development (ELD) – English language development (ELD) instruction is designed to enable English learner students to attain proficiency in English and to develop the skills and confidence in listening, speaking, reading, and writing that are the foundation of achievement inside and outside the classroom.

English Language Development (ELD) Standards – see "California English Language Development Standards (CA ELD Standards)"

English Language Proficiency Assessments for California (ELPAC) – The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

English Learner (EL) - An English learner is a student who enrolls in a California school beginning in any grade level, transitional kindergarten through grade twelve, has a language other than English identified on the Home Language Survey, and upon assessment, obtained a level of English proficiency that indicates programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to *Education Code* (*EC*) Section 313.

Fluent English Proficient – See "Reclassified Fluent English Proficient"

Individualized Education Program (IEP) – An Individualized Education Program (IEP) is an individualized document designed for each public school child who receives special education and related services. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

Reclassification – Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Reclassified Fluent English Proficient (RFEP) Student – A reclassified fluent English proficient student is a former EL student who has met the four criteria specified in California *EC* Section 313(f). For more information on the four criteria for reclassification, please visit CDE's Reclassification web page.

Exhibit E
Child Find Policy

CHILD FIND

POLICY AND PROCEDURES MANUAL

Options for Youth

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INTRODUCTION

Options for Youth will provide students a continuum of educational opportunities, including those students with special education needs, in compliance with their Individualized Education Program ("IEP"), with the Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 et seq.), and with all applicable state laws and Requirements.

In addition to students who enter OFY with an IEP, students with a suspected disability will be identified in accordance with Child Find. Child Find involves identifying, locating, and evaluating eligible students who are currently enrolled at OFY. OFY will comply with Child Find by making public awareness literature regarding the availability of services for special populations accessible to potential students through a variety of means, including posting information to OFY's website. Parent/ adult student requests for an evaluation will be responded to within 15 days of receiving the request.

UNIVERSAL SCREENING

OFY assesses all students upon enrolling to determine academic levels using a computer based assessment program. Additional assessments are conducted no less than every 3 months. The screening process may also include data from statewide assessments, observations, work samples, and vision and hearing screenings. When a school's screening process reveals that a student or groups of students are at risk of not meeting the state Content Standards or state Core Standards, a student study team shall consider the students' need for "supported" instructional and/or behavioral interventions in order to help the students succeed. A student study team addresses student learning needs and ensures that referrals to consider special education are appropriate. The student study team may be comprised of both general education staff and parent, student, teacher, special education staff, and outside experts for the following purposes:

(1) Identifying data-based student needs; (2) Developing a set of program support alternatives; and

(3) Selecting alternative accommodations and adaptations most appropriate to the individual student. It is designed to systematically problem-solve difficulties encountered by a variety of students and use a collaborative approach to assist students who are not demonstrating satisfactory progress. The team offers suggestions, organizes resources, develops remediation plans, clarifies issues and problems, establishes accountability, and/or makes direct referrals to other support services. The general education problem-solving process may include comprehensive services based on a whole-school approach such as: a three-tiered model using evidence-based interventions, positive behavior supports, and a response-to-intervention system.

Referrals to the Student Study Team

Referrals to the student study team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs. Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling

Interventions

a) Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless the student's performance indicates an evaluation is warranted or a parent/adult student makes a request for a referral for a special education evaluation.
b) Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.
c) Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the student study team.

Student Study Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. Following an intervention, the student study team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

a) continue the general education intervention because the student is making adequate progress but needs more time to reach goals;
b) continue the intervention in a modified form;
c) explore services or programs outside of special education (e.g., section 504 consideration)
d) make a referral for a special education evaluation

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for a special education evaluation where immediate action is warranted. Either a parent/adult student or a public agency may initiate a request for an initial evaluation. If a parent/adult student initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the child not completing the general education intervention process.

CHILD FIND

POLICY

Options for Youth will ensure that all children with disabilities enrolled in its schools, including children with disabilities who are homeless or wards of the State, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

PROCEDURES

Individuals with Disabilities Education Act (IDEA '04) 34 CFR §300.111 Child Find

1) Options for Youth will identify, locate, and evaluate all children with disabilities within their population served who are in need of special education and related services.

This must include:

a) Children who are homeless;
b) Children who are highly mobile, including migrant children;
c) Children who are wards of the state; and,
d) Children who are attending private schools or home schools.

2) Child find must also include children who are suspected of being children with a disability and are in need of special education, even though:

a) They are advancing from grade to grade; or
b) They are highly mobile children, including those who are migrant children.

3) Options for Youth will maintain a record of children who are receiving special education and related services.

Public Awareness

Options for Youth shall inform all parents of enrolled students and adult students of the availability of special education services for students through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years, which can be assessed through the local school district.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, speaking at faculty meetings or in-services, social media and making presentations.

1) Options for Youth shall establish, implement, and disseminate to its school-based personnel and all parents/adult students written procedures for the identification and referral of all children with disabilities aged birth through 21 years. The written procedures will include the following:

a. The availability of special education services
b. A student's right to a free appropriate public education (FAPE);
c. Confidentiality protections; and
d. The referral process

2) Information about Child Find is posted visibly at every school site.

Child Identification and Referral

1) Options for Youth will require all school-based staff to review the written procedures related to child identification and referral on an annual basis and will maintain documentation of the staff review.

2) Screening for possible disabilities shall be commenced upon notification of concern regarding any student with possible developmental or educational delays.

3) Screening procedures (e.g., statewide assessments, curriculum-based measures, daily work in the classroom, teacher observations) shall include vision and hearing status and consideration of the following areas:

a) Cognitive or academic;
b) Communication;
c) Motor;
d) Social or behavioral; and
e) Adaptive development.

4) For a student transferring into a school, OFY shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or of poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services such as general education problem solving team referral.

5) If a concern about a student is identified through screening procedures or review of records, OFY shall notify the parents or the adult student of the concern within 10 school days and inform them of OFY's procedures to follow up on the student's needs.

6) Options for Youth shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parent/adult student of a concern, and the dates of screening. The dates shall be maintained in students' permanent records.

7) If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services such as a general education student study team referral. A parent/ adult student may request an evaluation of the student.

8) Unless immediate action is warranted and documented, a referral to consider a special education evaluation is sent to the evaluation team after the student study team has determined:

a. The student's response to research-based interventions in general education has not resulted in adequate progress; and
b. Language and cultural issues are not the main source of the student's academic or behavioral discrepancy from peers.

9) Procedural safeguards are activated when a referral is made to consider a special education evaluation. If the referral came from someone other than the parent/adult student, the parent/adult student shall be notified. In either case, the parent/adult student shall be provided with a copy of the Procedural Safeguards Notice. At the same time, the parent/adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.

10) If, after consultation with the parent/adult student, Options for Youth determines that a full and individual evaluation is not warranted, it shall provide prior written notice and procedural safeguards notice to the parent/adult student in a timely manner.

Exhibit F

Identification and Education Under Section 504 Policy and Guidelines

Options For Youth
Public Charter Schools

Identification and Education Under Section 504

POLICY & GUIDELINES

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

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

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

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

The following position/individual is designated as the Charter School's 504 Coordinator responsible for implementing the requirements of Section 504:

Assistant Principal

16030 Amar Road

City of Industry, CA 91744

(626) 961-0344

A "student with a disability" under Section 504 is one who:

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

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitor-urinary, immune, hemic, lymphatic, skin, and endocrine.

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.

Major life activities mean functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Examples of students with such impairments may include, but are not limited to:

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

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

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

The Charter School recognizes its obligation to evaluate any student who needs or is believed to need supports and services under Section 504. The referral process is initiated when a student is referred or requested to be evaluated. A referral or request for a Section 504 evaluation may be initiated by a parent/guardian, teacher, psychologist, counselor, site administrator, or any appropriate staff member. Examples of when this may occur include, but are not limited to the following:

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

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

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

1. Prepare a file and record events and anecdotal records regarding student conditions and behaviors that may indicate the need or a Section 504 Plan; and
2. Request a Student Study Team ("SST") by completing an SST referral form or Child Find Student Screening Report[A3]. The SST may consist of teacher(s), guidance counselor, school psychologist, nurse and other staff members who know the student or are knowledgeable in the area of the suspected disability.

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

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

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

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

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

1. If the student is suspected of being eligible for special education and related services under the IDEA, the procedures under the IDEA and related California law will be followed.
2. However, if the 504 Team determines that the student is not eligible for special education and related services under the IDEA, but may meet criteria for eligibility under Section 504, the 504 Team shall determine if the student is eligible for a 504 Plan.
3. The 504 Team will evaluate the nature of the student's impairment and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with the regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.

4. The 504 Team will document in the Section 504 Plan whether the student has a physical or mental impairment, which substantially limits a major life activity, and whether the student requires supports, services, and/or accommodations/modifications under Section 504 in order to receive equal access to the educational program.

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

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

The 504 Team will review and update the 504 Plan as needed, but not less than once a year. 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

[A4]If a parent/guardian disagrees with the identification, evaluation, or educational placement of their child under Section 504, the parent/guardian may request an administrative review or an impartial hearing within 30 calendar days of that action or decision by submitting a request to the 504 Coordinator in writing. The procedures are as follows:

1. Administrative Review: Prior to requesting a Section 504 Impartial Hearing, the parent/guardian may request an administrative review of the Charter School's action or decision. The request shall be in writing and shall set forth the parent/guardian's disagreement and requests. Upon receipt the request, the 504 Coordinator shall designate an appropriate individual to meet with the parent/guardian to resolve the issue. This administrative review shall be held within 14 calendar days of receiving the parent/guardian's request, and the parent/ guardian shall be invited to attend the meeting at which the review is conducted[A5]. The 14-day administrative review may be extended if agreed upon by the parent/guardian.

2. Impartial Hearing: If the parent/guardian is not satisfied with the outcome of the administrative review, or if the parent/guardian did not request an administrative review, the parent/guardian may request a Section 504 Impartial Hearing. The request for a Section 504 Impartial Hearing shall be submitted to the 504 Coordinator and shall be in writing and include the following information: (a) The specific nature of the decision with which the parent/guardian disagrees; (b) The specific relief the parent/guardian seeks; and (c) Any other information the parent/guardian believes to be pertinent.

    a. Within 20 days of receiving the parent/guardian's request, the 504 Coordinator shall notify the parent/guardian of the date, time, and location of the Impartial Hearing and the name and email address of the hearing officer. This 20-day period may be extended for good cause or by mutual agreement of the parties.

    b. Within 45 days of the selection of the hearing officer, the Section 504 Impartial Hearing shall be conducted, and a written decision mailed to all parties. This 45-day period may be extended for good cause or by mutual agreement of the parties. The site administrator or designee shall represent the Charter School at this hearing.

    c. 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.

SAMPLE: PARENT RIGHTS (English)

SECTION 504
NOTICE OF PARENT RIGHTS AND PROCEDURAL SAFEGUARDS

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal law prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. Under Section 504, eligible students with disabilities are provided with educational benefits and opportunities equal to those provided to nondisabled students. Students with disabilities have the right to receive a free appropriate public education (FAPE) and to be educated with nondisabled students to the maximum extent appropriate.

Under Section 504, a "student with a disability" is defined as one who suffers from a physical or mental impairment that substantially limits one or more major life activities. Section 504 also protects students with a record of impairment or, who are regarded as impaired, from discrimination on the basis of disability. Students can be considered disabled, and may receive protections/accommodations under Section 504, even if they do not qualify for, or receive special education and related services, under the Individuals with Disabilities Education Act (IDEA).

The purpose of this notice is to describe the procedural safeguards provided to the parents of students with disabilities under Section 504. The intent of the law is to keep parents fully informed concerning the Charter School's actions and decisions as it relates to the identification, evaluation, and/or educational placement of their children. This notice is to also inform you of your rights if you disagree with any of these actions or decisions.

As a parent of a student with a disability, you have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or educational placement of your child and provide for your consent prior to conducting initial or subsequent student evaluation procedures for the identification, diagnosis and prescription of specific educational services.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to non-disabled students.
6. Have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the Charter School.
8. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
9. Request an [A6]impartial hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement.
    a. The request must be in writing, include the specific nature of the decision with which you disagree, the specific relief you are seeking, and any other information you believe to be pertinent.
    b. Hearing requests must be made to the Charter School's Section 504 Coordinator: _____[A7].
    c. You and your child may participate in the hearing and be represented by counsel.

10. Either party may seek a review of the impartial hearing officer's decision by a court of competent jurisdiction.
11. File a complaint with the U.S. Department of Education Office for Civil Rights within 180 calendar days of the date of the alleged discrimination:

    Office for Civil Rights
    San Francisco Office
    U.S. Department of Education
    50 United Nations Plaza
    San Francisco, CA 94102
    Telephone: (415) 486-5555
    Facsimile: (415) 486-5570
    Email: OCR.SanFrancisco@ed.gov

SAMPLE: Parent Notice for Section 504 Referral and Consent for Evaluation

PARENT NOTICE OF SECTION 504 REFERRAL AND CONSENT FOR EVALUATION

To The Parent/Guardian of:_____ Date: _____
(Student's name)

Pursuant to Section 504 of the Rehabilitation Act of 1973 (Section 504), the Charter School has a duty to identify, refer, evaluate, and if eligible provide a free appropriate public education to disabled students. Under Section 504, a student who may need accommodations, special services, or programs is one who has a suspected physical or mental impairment that substantially limits one or more major life activities, including learning; or has a record of such impairment; or is regarded as having such impairment.

Your child has been referred for consideration/reconsideration for eligibility under Section 504. With your consent, members of our Charter School's 504 Team will collect and review information on your child's learning and behavior to determine if your child is eligible for accommodations and modifications under Section 504. Such information may include but is not limited to observations, interviews, administration of behavior checklists, review of educational and health records, and collection of work samples. The 504 Team may consist of teacher(s), guidance counselor, school psychologist, nurse and other staff members who know your child or are knowledgeable in the area of the suspected disability.

Once the information has been reviewed, we will be meeting with you to discuss plans of how to best meet your child's educational needs. If you have any questions, please contact the following individual:
Name: Bernadette Grant Title: Assistant Principal Phone: (661)802-3582 Email: bgrant@ofy.org
Name: Janice Nini Title: Assistant Principal Phone: (626)221-3777 Email: jnini@oflschools.org
Name: Meagan Beatry Title: Assistant Principal Phone: (626) 720-7165 Email: mbetry@ofy.org

You are provided specific rights concerning this request, which are designed to keep you fully informed concerning decisions about your child. **A copy of the Section 504 Notice of Parent Rights and Procedural Safeguards are attached to this notice.**

Please provide your consent for us to complete this screening/evaluation, by indicating your decision and providing your signature (below) and returning the bottom half of this form to the Site Coordinator at: _____.

Parent Consent for Section 504 Evaluation

_____ _____
Student's Name **Date**

_____ Yes, I consent to the proposed Section 504 screening/evaluation.
_____ No, I do not consent to the proposed Section 504 screening/evaluation.

Comments:_____
_____

_____
Parent Signature

SAMPLE: PARENT RIGHTS (Spanish)
[A8]
DERECHOS DE LOS PADRES

ARTICULO 504
NOTIFICACIÓN DE DERECHOS DE LOS PADRES Y PROCEDIMIENTOS DE PROTECCIÓN

El artículo 504 de la Ley de Rehabilitación de 1973 es una ley federal que prohibe la discriminacion contra personas con discapacidades quienes pueden participar en, o recibir beneficios de programas que reciben asistencia financiera federal. Bajo el Artículo 504, los estudiantes con discapacidades elegibles reciben beneficio educativo y oportunidades equivalentes a los que reciben los estudiantes sin discapacidades. Estudiantes con discapacidades tienen el derecho a recibir educación pública gratuita adecuada (FAPE por sus siglas en inglés) y ser educados junto a estudiantes sin discapacidades en la mayor medida posible.

Bajo el Artículo 504, se considera discapacidado a un estudiante si sufre de deficiencias físicas o mentales que limitan una o más actividades esenciales de la vida diaria. El Artículo 504 también protege a estudiantes con historial de deficiencias o, quienes son considerados como deficientes, de discrimancion sobre la base de su discapacidad. Los estudiantes pueden ser considerados discapacitados y pueden recibir protecciones/comodidades bajo el Artículo 504, aun si no califican para, o recibir educación especial y servicios vinculados bajo la Ley de Personas con Discapacidades (IDEA por sus siglas en inglés).

El propósito de esta notificación es de describir los procedimientos de protección proporcionados a los padres de estudiantes con discapacidades bajo el Artículo 504. La intención de la ley es mantener a los padres completamente informados de las decisiones que la escuela tome para identificar, evaluar, y/o proveer comodidades/servicios para sus estudiantes. Esta notificación también informa a los padres de sus derechos si usted no está de acuerdo con las decisiones tomadas.

Padres de estudiantes con discapacidades elegibles bajo el Artículo 504 tienen derecho a:

1. Que su hijo/a participe en, y se beneficie de, programas educativos públicos sin ser discriminado debido a su discapacidad.
2. Que la escuela le informe sobre sus derechos según la ley federal.
3. Recibir aviso con respecto a la identificación, evaluación y/o colocación de su hijo/a y dar oportunidad para proveer consentimiento antes de conducir evaluaciones iniciales o evaluaciones subsecuentes para la identificación, diagnóstico, y prescripción de servicios educacionales específicos.
4. Que su hijo/a reciba una educación pública, gratuita y adecuada.
5. Que su hijo/a reciba una educación en instalaciones y servicios comparables a los ofrecidos a estudiantes que no tienen discapacidades.
6. Que las evaluaciones, recomendaciones académicas y colocaciones sean realizadas por un equipo de personas que conozcan al estudiante, la información de las evaluaciones y las opciones para su colocación.
7. Que su hijo/a reciba la misma oportunidad de participar en actividades extracurriculares y no académicas ofrecidas por la escuela.
8. Examinar toda la documentación relacionada a las decisiones concernientes a la identificación, evaluación, programa educativo y colocación de su hijo/a.
9. Pedir una mediación o interponer una queja según los procedimientos de mediación, quejas y audiencias de la Sección 504 de la escuela.

a. La petición tiene que ser sometida por escrito, e incluir específicamente la naturaleza de la decisión, la cual usted no está de acuerdo, y especificar la mitigación deseada y cualquier otra información que sea pertinente.
b. La petición a una audiencia tiene que ser sometida a la administración del Artículo 504 de la escuela:_____
c. Usted y su estudiante pueden participar en la audiencia y ser representado por un abogado. El reembolso relacionado con costos de abogado está disponible solamente si está autorizado por la ley.

10. Revisión de la decisión del oficial de audiencia imparcial. Ambos partidos pueden buscar una revisión de la decisión tomada por el oficial de audiencia imparcial por una jurisdicción de una corte competente.
11. Para someter una queja con la Oficina Federal de Derechos Civiles:

    Office for Civil Rights
    San Francisco Office
    U.S. Department of Education
    50 United Nations Plaza
    San Francisco, CA 94102
    Telephone: (415) 486-5555
    Facsimile: (415) 486-5570
    Email: OCR.SanFrancisco@ed.gov

SAMPLE: Parent Notice for Section 504 Referral and Consent for Evaluation (Spanish)

NOTIFICACIÓN DE DERECHOS DE LOS PADRES PARA REMISION Y CONSENTIMIENTO PARA EVALUACIÓN BAJO ARTÍCULO 504

Al Padre/Guardián de ____Nombre del Estudiante_____ Fecha:_____

En conformidad con el Artículo 504 de la Ley de Rehabilitación de 1973, la escuela tiene el deber de identificar, remitir, evaluar y, si es elegible, proveer educación pública gratuita adecuada a estudiantes con discapacidades. Bajo el Artículo 504, un estudiante que pueda necesitar acomodaciones, servicios especiales, o programas es alguien que pudiera tener un impedimento físico o mental que limitan sustancialmente una o más actividades esenciales de la vida, incluyendo el aprendizaje; o tiene historial de un impedimento; o es considerado tener un impedimento.

Su estudiante ha sido referido para consideración/reconsideración para determinar elegibilidad bajo Artículo 504. Con su consentimiento, miembros del equipo de 504 de la escuela recogerán y revisarán información sobre el aprendizaje y el comportamiento del estudiante para determinar si el estudiante es elegible para recibir acomodaciones y modificaciones bajo el Artículo 504. Esta información puede incluir pero no está limitada a observaciones, entrevista, listas de comportamiento, revisión de historiales de educación y de salud, y colección de muestras de trabajo de escuela. El equipo de 504 puede consistir de maestros, consejeros, psicólogos escolares, enfermeros, y otros empleados que conocen a su estudiante o tiene conocimiento acerca de la discapacidad sospechada.

Una vez la información ha sido revisada, nos reuniremos con usted para discutir planes de cómo poder atender las necesidades educativas de el estudiante. Si tiene preguntas, por favor contacte al Coordinador del centro del Articulo 504:

Site Coordinator Telephone

Se le ha proveído derechos específicos a esta solicitud, estos están diseñados para mantenerlo completamente informado sobre decisiones que conciernen a su estudiante. **Una copia del Artículo 504 - Notificación de Derechos de los Padres y Procedimientos de Protección está adjunta a esta notificación.**

Por favor provea su consentimiento para poder completar la evaluación/examen, al indicar su decisión y proveer su firma (abajo) y devolver la mitad de este formulario al Coordinador del Centro:_____.

Consentimiento de Padre para Evaluación Bajo Artículo 504

_____ _____

Nombre de Estudiante **Fecha**

___ Si, doy mi consentimiento para la propuesta de examen/evaluación bajo Artículo 504
___ No, no doy mi consentimiento para la propuesta de examen/evaluación bajo Artículo 504

Comentarios:_____
_____

_____
Firma de Padre/Guardián

Exhibit G
Alternative Graduation Pathway Policy

ALTERNATIVE GRADUATION PATHWAY POLICY

Revised Aug 2025

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Purpose of Policy

The Governing Board ("Board") of Options for Youth-San Gabriel Charter School desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for post-secondary education and employment.

The Board recognizes its authority to adopt local graduation requirements beyond the minimum standards set by the State of California under Education Code Section 51225.3. The local graduation requirements adopted by the Board reflect the school's commitment to ensuring that all students graduate with the academic foundation, technical skills, and career readiness necessary for success beyond high school. The Board also recognizes that life's circumstances can create obstacles that may prevent some students from fully achieving these ideals, despite their capabilities and aspirations. Whether due to housing instability, immigration status, health challenges, severe credit deficiency, trauma/family crisis, involvement in the juvenile justice system, or other circumstances beyond their control, some students face extraordinary barriers to meeting the school's local graduation requirements.

This policy reflects our understanding that while we maintain high expectations for all students, we must also respond with compassion and flexibility when students encounter significant life challenges that impact their educational journey.

Policy

The Board recognizes that certain students are at risk of not completing high school due to extenuating circumstances and face unique challenges in meeting local graduation requirements while maintaining their educational progress. This policy establishes guidelines for exemptions from the school's locally adopted graduation requirements through participation in the school's alternative graduation pathway to ensure equitable access to graduation while maintaining compliance with state graduation requirements.

To obtain a high school diploma, students shall complete the state minimum high school graduation course requirements as specified in Education Code Section 51225.3. Unless exempted as provided in this policy, students shall also complete any supplemental graduation requirements adopted at the local level by the Board. Students who are exempted from any local graduation requirements pursuant to this policy shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Eligibility

The school will offer two alternative graduation pathways, the 160 Credit Alternative Graduation Pathway and the 130 Credit Alternative Graduation Pathway. Students may only become eligible for participation in the alternative graduation pathways and reduced credit requirements under this policy when they meet the requirements described below. Recommendation of eligibility under this policy may only be made by a school counselor. Consultation and approval from the Principal and Director of Schools, is required after initial recommendation.

160 Credit Alternative Graduation Pathway

All the following conditions must be met for students to be eligible to participate in the 160 Credit Alternative Graduation Pathway:

1. They are in their 4th year of high school (or beyond) based on their 9th grade entry date.
2. They must be enrolled at the charter school for at least 3 continuous school months to be deemed eligible.
3. They are severely credit deficient:
    a. Have less than 160 credits entering spring semester of 4th year of high school, OR
    b. They are in their 5th year of high school.
4. A school counselor recommends eligibility for exemption from certain local graduation requirements based on academic progress and the individual learning plan.

130 Credit Alternative Graduation Pathway

All the following conditions must be met for students to be eligible to participate in the 130 Credit Alternative Graduation Pathway:

1. They do belong to a population supported by existing exemptions to graduation requirements (including but not limited to AB 216, AB 1806, AB 2306, AB 365 and AB 2121) AND eligibility could not be confirmed at the time of enrollment.
2. They are in their 3rd year of high school (or beyond) based on their 9th grade entry date.
3. They are severely credit deficient and determined, unable to reasonably complete all local graduation requirements by the end of their 4th year of high school.
4. A school counselor recommends eligibility from certain local graduation requirements based on academic progress and the individual learning plan.

Prior Eligibility at Previous School

Students transferring into the school who were eligible for reduced local graduation requirements at their previous school will be eligible to participate in one of the school's alternative graduation pathways. A school counselor will recommend eligibility into either the 160 Credit Alternative Graduation Pathway or the 130 Credit Alternative Graduation Pathway based on the incoming student's individual learning plan.

Participation in Alternative Graduation Pathway

If a student is found eligible for an exemption from local graduation requirements under this policy, then the school will notify the student's parent/guardian (or adult student) and will make an offer of reduced local graduation requirements. (State minimum graduation requirements must still be completed). Whether to make an offer of reduced local graduation requirements, and to what extent the student will be exempted from local graduation requirements if the student participates in the alternative graduation pathway, shall be at the sole discretion of the school. A decision regarding participation in the alternative graduation pathway will be made as a team that includes input from a school administrator, school counselor, teacher and parents/guardians (or adult student).

The evaluation and decision must include discussion of the following:

1. If and how any of the requirements that are waived will affect the student's ability to gain admission to a post-secondary educational institution. Parents/guardians (or adult students) shall be provided with a written explanation of A-G requirements.
2. Information about community college enrollment and transfer options.
3. Information and planning about impacts to, and modifications of, the student's expected graduation date. Parents/guardians (or adult students) will be provided with a comparison of the school's standard graduation requirements vs. reduced graduation requirements under the alternative graduation pathway.
4. Parents/guardians (or adult students) have the ultimate right to decide if the student will participate in the alternative graduation pathway and pursue a high school diploma pursuant to reduced graduation requirements in accordance with this policy.
5. To participate in the alternative graduation pathway, parents/guardians (or adult students) must complete and sign the school's written consent form acknowledging:
    a. Understanding that reduced credits may make the student ineligible for A-G requirements and that the student may not qualify for direct admission to the UC/CSU systems,
    b. Awareness that the student maintains eligibility for community college enrollment, and
    c. Acceptance of exemption from certain local graduation requirements.
6. If needed, translation services will be provided by the school.

Implementation

1. The Superintendent (or designee) shall develop an acknowledgement form for the purpose of obtaining written consent from parents/guardians (or adult students) in accordance with this policy.
2. The Superintendent (or designee) shall establish and carry out procedures and processes for implementation of this policy.
3. In accordance with Education Code Section 51225.1(s), the Superintendent (or designee) shall track and annually report to the California Department of Education the number of students who, for the prior school year, graduated with an exemption from the school's local graduation requirements that are in addition to statewide coursework requirements.

Options For Youth
Public Charter Schools

ACKNOWLEDGEMENT OF 160 CREDIT ALTERNATIVE GRADUATION PATHWAY

(Effective School Year: 2025–2026)

Student's First & Last Name: _____ Current Grade Level: _____

SSID: _____ 9th Grade Entry Date: _____ Credits Earned to Date: _____

Meets the following eligibility criteria:

☐ In the 4th year of high school (or beyond) based on the 9th grade entry date

☐ Credit deficient (under 160 credits entering spring semester of 4th year of high school)

☐ Counselor recommendation based on academic progress and individual learning plan ☐

Other (please specify): _____

CREDIT REQUIREMENTS FOR GRADUATION UNDER THIS PATHWAY:

(Minimum 160 credits total)

Subject	Credits Required	Notes
English	30	3 years
Social Studies	30	Includes World History, U.S. History, Gov/Econ
Mathematics	20	Integrated Math 1 / Algebra 1 required
Science	20	One life science and one physical science
Fine Arts/Foreign Lang/CTE	10	One year in either area
Physical Education	20	2 years
Electives	30	MUST complete 2 units of Financial Literacy

ADDITIONAL REQUIREMENTS

- Completion of **FAFSA or CADAA** (opt-out available with parent/guardian signature)
- Completion of **10 hours of community service**
- **CPR compression training**

ACKNOWLEDGEMENT

By signing below, I understand that the student listed above is being considered for graduation under a counselor-initiated pathway that has modified local graduation requirements. I acknowledge that:

- This determination is made by the student's counselor after a review of academic progress and learning plans.
- This option may better support the student's individual learning needs and timely graduation.
- The requirements differ from traditional pathways and may impact postsecondary opportunities including 4-year college eligibility.
- The decision to proceed is being made with full understanding of the outlined expectations and consequences.
- Should the student transfer to another school, the graduation requirements from this plan might not be accepted and the student may be required to complete the new school's local graduation requirements.

☐ **ACCEPT this counselor-initiated graduation pathway**

☐ **DECLINE this pathway and continue with the standard local graduation requirements**

Student Signature: _____ **Date: _____**

Parent/Guardian Signature: _____ **Date: _____**

Counselor Signature: _____ **Date: _____**

School Use Only

Counselor Notes:

_____

_____

_____

Principal/Principal Designee Signature: _____ Date: _____

Director of School/Director of School Designee Signature: _____ Date: _____

Options For Youth
Public Charter Schools

ACKNOWLEDGEMENT OF 130 CREDIT ALTERNATIVE GRADUATION PATHWAY

(Effective School Year: 2025–2026)

Student's First & Last Name: _____ Current Grade Level: _____

SSID: _____ 9th Grade Entry Date: _____ Credits Earned to Date: _____

Meets the following eligibility criteria:

☐ In the 3rd year of high school (or beyond) based on the 9th grade entry date

☐ Determined unable to reasonably complete all local school district graduation requirements by the end of four years of high school

☐ The student does belong to a population supported by existing exemptions to graduation requirements (including but not limited to AB 216, AB 1806, AB 2306, AB 365 and AB 2121) AND eligibility could not be confirmed at the time of enrollment

☐ Other (please specify): _____

CREDIT REQUIREMENTS FOR GRADUATION UNDER THIS PATHWAY:

(Minimum 130 credits total)

Subject	Credits Required	Notes
English	30	3 years
Social Studies	30	Includes World History, U.S. History, Gov/Econ
Mathematics	20	Integrated Math 1 / Algebra 1 required
Science	20	One life science and one physical science
Fine Arts/Foreign Lang/CTE	10	One year in either area
Physical Education	20	2 years

ADDITIONAL REQUIREMENTS

- Completion of **FAFSA or CADAA** (opt-out available with parent/guardian signature)
- Completion of **10 hours of community service**
- **CPR compression training**

ACKNOWLEDGEMENT

By signing below, I understand that the student listed above is being considered for graduation under a counselor-initiated pathway that has modified local graduation requirements. I acknowledge that:

- This determination is made by the student's counselor after a review of academic progress and learning plans.
- This option may better support the student's individual learning needs and timely graduation.
- The requirements differ from traditional pathways and may impact post-secondary opportunities including 4-year college eligibility.
- The decision to proceed is being made with full understanding of the outlined expectations and consequences.
- Should the student transfer to another school, the graduation requirements from this plan might not be accepted and the student may be required to complete the new school's local graduation requirements.

☐ **ACCEPT this counselor-initiated graduation pathway**

☐ **DECLINE this pathway and continue with the standard local graduation requirements**

Student Signature: _____ **Date: _____**

Parent/Guardian Signature: _____ **Date: _____**

Counselor Signature: _____ **Date: _____**

School Use Only

Counselor Notes:

_____

_____

_____

Principal/Principal Designee Signature: _____ Date: _____

Director of School/Director of School Designee Signature: _____ Date: _____

Exhibit H

Articles of Incorporation, Bylaws and Conflict of Interest Code

1792083

FILED
In the office of the Secretary of State
of the State of California

OCT 10 1996

Bill Jones
BILL JONES, Secretary of State

ARTICLES OF INCORPORATION

OF

KECE, INC.

I. The name of this corporation is KECE, INC.

II. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. This corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States internal revenue law. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States internal revenue law, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States internal revenue law.

III. The specific purpose of this corporation is to provide educational opportunities to students who have dropped out of the public school system or have problems with the public school system. The corporation shall recruit and educate elementary and high school students using independent studies and home study programs.

IV. The name and address in the State of California of this corporation's initial agent for service of process is:

Michael Shaw
335 Quebrada Del Mar Road
Marina, California 93933

V. This corporation is organized and operated exclusively for charitable purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code.

VI. (A) No substantial part of the activities of this corporation shall consist of lobbying or propaganda, or otherwise attempting to influence legislation, except as provided in Section 501(h) of the Internal Revenue Code of 1986, and this corporation shall not participate in or intervene in (including publishing or distributing statements) any political campaign on behalf of or in opposition to any candidate for public office.

(B) All corporate property is irrevocable dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and upon liquidation, dissolution or abandonment of the owner will not inure to the benefit of any private person except a fund, foundation, or corporation organized and operated for charitable and educational purposes meeting the requirements of exemption provided by Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Section 501 (c) (3) of the Internal Revenue Code. No part of the net earnings of this corporation shall inure to the benefit of any of its directors, trustees, officers, private shareholders or members, or to individuals.

(C) The corporation will distribute its income for each tax year at such time and in such manner as not be become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986 or the corresponding provision of any later federal tax laws.

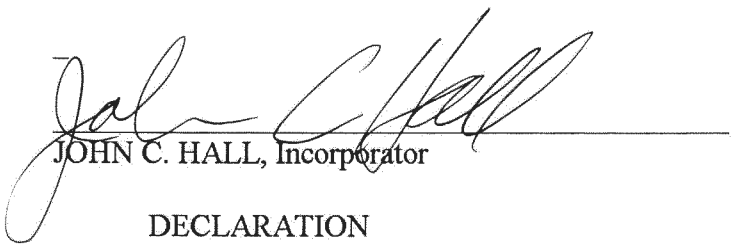
(D) The corporation will not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986 or the corresponding provision of any later federal tax laws.

(E) The corporation will not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986 or the corresponding provision of any later federal tax laws.

(F) The corporation will not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986 or the corresponding provision of any later federal tax laws.

(G) The corporation will not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986 or the corresponding provision of any later federal tax laws.

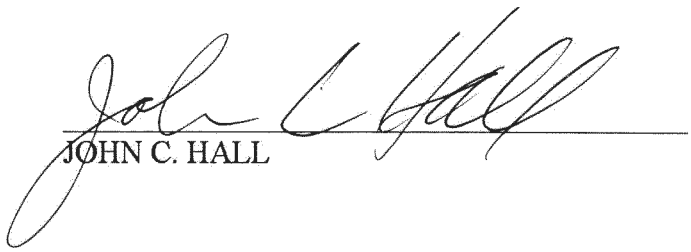
Dated: October 1, 1996



JOHN C. HALL, Incorporator

DECLARATION

I declare that I am the person who executed the above Articles of Incorporation, and that this instrument is my act and deed.



JOHN C. HALL

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FILED
In the office of the Secretary of State
of the State of California

MAY 1 2 2000

BILL JONES, Secretary of State

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the president and secretary, respectively, of KECE, Inc., a California nonprofit public benefit corporation.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

"The name of this corporation is Options for Youth – San Gabriel, Inc."

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: April 12, 2000

Joan Hall

Joan Hall, President

Jamie Calhoun

Jamie Calhoun, Secretary

BYLAWS
OF
OPTIONS FOR YOUTH-SAN GABRIEL, INC.
a California nonprofit public benefit corporation

The Bylaws of Options for Youth-San Gabriel, Inc., a California corporation ("the Corporation"), are hereby amended and restated in their entirety, as of May 27, 2018, (the "Effective Date"), as follows:

ARTICLE I
NAME AND PURPOSE

Section 1 NAME. The name of this corporation (the "Corporation") is Options For Youth-San Gabriel, Inc.

Section 2. GENERAL PURPOSE. The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation Law of California ("California Nonprofit Corporation Law") for charitable and educational purposes, as set forth in its Articles of Incorporation.

Section 3. SPECIFIC PURPOSE. The specific purpose of the Corporation is set forth in the Articles of Incorporation of the Corporation, as may be amended from time to time. The Corporation is organized and shall be operated for such purposes exclusively in furtherance of educational and charitable purposes within in the meaning of Section 170(c)(2)(B) and 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States internal revenue law) (the "Code") and charitable purposes within the meaning of Section 214(a)(6) of the California Revenue and Taxation Code (or the corresponding section of any future California revenue and tax law) (the "R&TC").

ARTICLE II
OFFICES

Section 1. PRINCIPAL OFFICES. The Corporation's principal office shall be located at such place in Los Angeles County, California, or elsewhere as the Board of Directors (the "Board") shall from time to time determine. The Board is granted full power and authority to change the location of the Corporation's principal office.

Section 2. OTHER OFFICES. The Board of Directors or the President may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to do business.

ARTICLE III
DEDICATION OF ASSETS

Section 1. PROPERTY DEDICATED TO NONPROFIT PURPOSES. The property and assets of the Corporation are irrevocably dedicated to educational and charitable purposes within the meaning of Sections 170(c)(2)(B) and 501(c)(3) of the IRC and charitable purposes within the meaning of Section 214(a)(6) of the R&TC. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Directors or Officers, or to the benefit of any private person, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 1 hereof.

Section 2. DISTRIBUTION OF ASSETS UPON DISSOLUTION. Upon the winding up and dissolution of the Corporation, its assets remaining after payment or adequate provision for payment of all debts and obligations of the Corporation shall be distributed in accordance with a plan of dissolution recommended by the Board of Directors of the Corporation and approved by the Member of the Corporation to one or more nonprofit corporations that are organized and operated exclusively for educational and charitable purposes and recognized by the Internal Revenue Service as exempt from federal income tax pursuant to Section 501(c)(3) of the IRC.

ARTICLE IV
MEMBERSHIP

Section 1. SOLE MEMBER. Options for Youth-California, Inc., a California nonprofit public benefit corporation, shall be the sole member of the Corporation (the "Sole Member").

Section 2. RIGHTS AND POWERS OF THE SOLE MEMBER. As the sole member of the Corporation under the California Nonprofit Corporation Law, the Sole Member has all corresponding statutory rights and powers of membership. In addition, the Sole Member has the power (which are termed the "Reserved Powers" of the Member) to take or approve the following actions:

(a) Admit additional members to the Corporation, under such criteria as the Sole Member may establish from time to time. The Sole Member and additional members, if any, will be hereinafter referred to individually as a "Member" and collectively as the "Members";

(b) Approve or change the role and purpose of the Corporation;

(c) Amend the Bylaws and Articles of Incorporation of the Corporation;

(d) Fix the number, and appoint and remove the Directors of the Corporation;

(d) Approve the merger, consolidation, reorganization or dissolution of the Corporation and the disposition of the assets of the Corporation upon dissolution;

(e) Approve the incurrence of debt or guaranties of the Corporation above certain thresholds as may be established by the Sole Member from time to time;

(f) Approve capital expenditures above certain thresholds as may be established by the Sole Member from time to time;

(g) Approve any other action by the Corporation that has been established by resolution of the Sole Member as requiring its approval.

Section 3. ELECTION OF OFFICERS BY THE SOLE MEMBER. The Sole Member shall have no right or authority to select or remove Officers of the Corporation. Officers shall be elected by the Board of Directors as provided in Article VI, below.

Section 4. ANNUAL MEETINGS. The Members shall have an annual meeting, which shall be held on a date and time specified by the Sole Member. Any date so designated by the Sole Member shall be within five (5) months after the end of the fiscal year of the Corporation, which is June 30, and within fifteen (15) months after the last annual meeting. If the scheduled date falls on a legal holiday, the meeting shall be held on the next succeeding business day. At the meeting, Directors shall be selected by the Sole Member and other proper business may be transacted.

Section 5. SPECIAL MEETINGS. The Sole Member, or fifty percent (50%) or more of the Members, may call a special meeting of the Members for any lawful purpose at any time.

Any Officer of the Corporation may call a meeting of the Members for any lawful purpose at any time. Notice of a special meeting shall be given by the Officer calling such meeting or by any other Officer of the Corporation, with such notice to be given not less than ten (10) days prior to the date of the special meeting, unless such notice is waived in writing by the Members.

No business, other than the business that was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Meetings of the Members shall be held at any place within or outside the State of California designated by the Board or by the written consent of all Members entitled to vote at the meeting, given before or after the meeting. In the absence of any such designation, Members' meetings shall be held at the Corporation's principal office. Special meetings of the Members shall be held at any place within or outside the State of California that has been designated in the notice of the meeting or, if not stated in the notice or if there is no notice, at the principal executive office of the Corporation. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Members participating in the meeting can hear

one another, and all such Members shall be deemed to be present in person at the meeting.

Section 7. GENERAL NOTICE REQUIREMENTS. Whenever Members are required or permitted to take any action at a meeting, a written notice of the meeting shall be given, pursuant to Section 9, below, to each Member entitled to vote at that meeting. The notice shall specify the place, date and hour of the meeting. For the annual meeting, the notice shall state the matters that the Board, at the time notice is given, intends to present for action by the Members. For a special meeting, the notice shall state the general nature of the business to be transacted and shall state that no other business may be transacted.

If any notice addressed to a Member at the address of that Member appearing on the books of the Corporation is returned to the Corporation by the United States Postal Service marked to indicate that the United States Postal Service is unable to deliver the notice to the Members at that address, all future notices or reports shall be deemed to have been duly given without further mailing if these shall be available to the Member on written demand of the Member at the principal executive office of the Corporation for a period of one (1) year from the date of the giving of the notice.

Section 8. NOTICE OF PROPOSAL TO WIND UP THE AFFAIRS OF THE CORPORATION. Approval by the Members of any proposal to wind up the affairs of the Corporation is valid only if the notice or written waiver of notice states the proposal to wind up the Corporation.

Section 9. MANNER OF GIVING NOTICE. Notice of any meeting of Members shall be in writing and shall be given at least ten (10) but no more than ninety (90) days before the meeting date, except, however, for special meetings, notice of which shall be given as provided in Section 5, above. The notice shall be given either personally or by first-class, registered or certified mail, or by other means of written communication, charges prepaid, and shall be addressed to each Member entitled to vote, at the address of that Member as it appears on the books of the Corporation or at the address given by the Member to the Corporation for purposes of notice. If no address appears on the Corporation's books and no address has been so given, notice shall be deemed to have been given if either (i) notice is sent to that Member by first-class mail, facsimile, electronic mail or other written communication to the Corporation's principal office or (ii) notice is published at least once in a newspaper of general circulation in the county in which the principal office is located.

Section 10. AFFIDAVIT OF MAILING NOTICE. An affidavit of the mailing of any notice of any Members' meeting, or of the giving of such notice by other means, may be executed by the Secretary, Assistant Secretary, or any transfer agent of the Corporation, and if so executed, shall be filed and maintained in the Corporation's minute book.

Section 11. QUORUM. A majority of the Members shall constitute a quorum for the transaction of business at any meeting of the Members, except to adjourn as provided in Section 18, below.

Section 12. ELIGIBILITY TO VOTE. Subject to the California Nonprofit Public Benefit Corporation Law, Members in good standing on the record date as determined by the Sole Member shall be entitled to vote at any meeting of the Members.

Section 13. MANNER OF VOTING. Voting may be by voice or by ballot.

Section 14. NUMBER OF VOTES. Each Member entitled to vote may cast one vote on each matter submitted to a vote of the Members.

Section 15. APPROVAL BY MAJORITY VOTE. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote and voting on any matter, shall be deemed the act of the Members unless the vote of a greater number, or voting by classes, is required by the California Nonprofit Public Benefit Corporation Law or by the Articles of Incorporation.

Section 16. WAIVER OF NOTICE. The transactions of any meeting of Members, however called or noticed and wherever held, shall be valid as though taken at a meeting duly held after standard call and notice, if (a) a quorum is present either in person or by proxy, and (b) either before or after the meeting, each Member entitled to vote, not present in person or by proxy, signs a written waiver of notice, a consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver of notice, consent, or approval need not specify either the business to be transacted or the purpose of the meeting except that, if action is taken or proposed to be taken for approval of winding up the Corporation, the waiver of notice, consent or approval shall state the general nature of the proposal. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

A Member's attendance at a meeting shall also constitute a waiver of notice of and presence at that meeting unless the Member objects at the beginning of the meeting to the transaction of any business because the meeting was not lawfully called or convened. Also, attendance at a meeting is not a waiver of any right to object to the consideration of matters required to be included in the notice of the meeting but not so included, if that objection is expressly made at the meeting.

Section 17. ACTION BY UNANIMOUS WRITTEN CONSENT. Any action required or permitted to be taken by the Members may be taken without a meeting, if all Members consent in writing to the action. The written consent or consents shall be filed with the minutes of the meeting. The action by written consent shall have the same force and effect as a unanimous vote of the Members.

Section 18. ADJOURNMENT AND NOTICE OF ADJOURNED MEETINGS. Any Members' meeting, whether or not a quorum is present, may be adjourned from time to

time by the vote of the majority of the members represented at the meeting, either in person or by proxy. No meeting may be adjourned for more than forty-five (45) days. When a Member's meeting is adjourned to another time or place, notice need not be given of the adjourned meeting if the time and place to which the meeting is adjourned are announced at the meeting at which the adjournment is taken. If after adjournment a new record date is fixed for notice or voting, a notice of the adjourned meeting shall be given to each Member who, on the record date for notice of the meeting, is entitled to vote at the meeting. At the adjourned meeting, the Corporation may transact any business that might have been transacted at the original meeting.

ARTICLE V
BOARD OF DIRECTORS

Section 1. MANAGEMENT. The Board shall manage the business and affairs of the Corporation. The powers of the Corporation shall be exercised by the Board except as otherwise authorized by statute, the Articles of Incorporation, these Bylaws, and resolutions duly adopted by the Board. A Director of this Corporation may simultaneously serve as an Officer of this Corporation. A Director of the Corporation shall not simultaneously serve as a Director or Officer of the Sole Member.

Section 2. NUMBER OF DIRECTORS. The authorized number of Directors shall be not less than three (3) nor more than eleven (11) unless changed by a duly adopted amendment to these Bylaws.

Section 3. DESIGNATION AND TERM OF OFFICE OF DIRECTORS. Directors shall be designated by the Sole Member for a term of one (1) year. Each Director, including a Director designated to fill a vacancy, shall hold office until the expiration of the term for which designated and until a successor has been designated by the Sole Member, or until his or her earlier death, resignation or removal.

Section 4. VACANCIES. The Sole Member shall have the exclusive power to appoint or designate Directors of the Corporation, including filling vacancies.

Any Director may resign by giving written notice to the President. The resignation shall be effective upon receipt of the written notice by the President or upon such later date as may be stated in the notice.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.
No Director or Officer shall own any interest in any vendor or other third-party entity with which the Corporation engages in any business or contractual relationship of any kind.

Section 6. CONFLICTS OF INTEREST. No Director of the Board of Directors shall vote on any matter or transaction concerning or with any individual, entity or matter with such Director has, or within the twelve-month period preceding the vote had, any substantial ownership, employment, fiduciary contractual or creditor relationship (any

such matter or transaction is hereinafter referred to as a "Conflict"). Each Director shall disclose in writing all Conflicts to the Board of Directors prior to the discussion of the underlying matter or transaction by the Board of Directors and shall draw to the attention of the Board of Directors such Conflict at any subsequent meetings at which such matter or transaction is discussed. Following such disclosure, a Director shall be entitled to take part in the discussions of the Board of Directors concerning such matter or transaction and shall be considered in determining whether a quorum is present, but shall not be entitled to vote on the applicable matter or transaction. The question of whether a Conflict exists shall, in the absence of certainty, be determined by the vote of a majority of disinterested directors present at the meeting called for the purpose of discussing the transaction nor matter to which the Conflict relates.

Section 7. REMOVAL OF DIRECTOR. Any Director may be removed from office, either with or without cause, by the Sole Member.

Section 8. POWERS. Subject to the provisions of the California Nonprofit Corporation Law and these Bylaws, the business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised by or under the direction of the Board of Directors. Without prejudice to this general grant of power, and subject to the provisions of the California Nonprofit Corporation Law and these Bylaws, the Directors shall have the power to:

(a) Select and remove all Officers, agents, and employees of the Corporation; prescribe any powers and duties for them that are consistent with law, with the Articles of Incorporation, and with these Bylaws; fix their compensation (except as prohibited in Article V, Section 19 and Article VI, Section 8); and require from them security for faithful service;

(b) Approve indemnification of Directors, Officers, and agents;

(c) Change the principal executive office or the principal business office of the Corporation in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country and conduct business within or outside the State of California; and designate any place within or without the State of California for the holding of any meeting or meetings, including annual meetings;

(d) Adopt, make, and use a corporate seal and alter the form of the seal;

(e) Borrow money and incur indebtedness on behalf of the Corporation, and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities;

(f) Delegate the management of the activities of the Corporation to a a nonprofit or for-profit management organization, or to any other qualified persons,

provided that the activities and affairs of the Corporation shall be managed, and all corporate powers shall be exercised under the ultimate direction of the Board of Directors and subject to the requirements set forth in Section 1 of Article X, below;

Section 9. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Regular meetings of the Board of Directors may be held at any place within or outside the State of California designated from time to time by resolution of the Board. In the absence of any such designation, regular meetings shall be held at the principal executive office of the Corporation. Special meetings of the Board shall be held at any place within or outside the State of California that has been designated in the notice of the meeting or, if not stated in the notice or there is no notice, at the principal executive office of the Corporation. Any meeting, regular or special, may be held by conference telephone or similar communication equipment, so long as all Directors participating in the meeting can hear one another, and all such Directors shall be deemed to be present in person at the meeting.

Section 10. ANNUAL MEETING. The Board of Directors shall hold an annual meeting each year on a date and at a time designated by the President or Board of Directors. The date designated shall be within five (5) months after the end of the fiscal year of the Corporation, which is June 30, and within fifteen (15) months of the last annual meeting. At each such meeting, any business to come before the Board may be conducted, including election of Officers. If the day of the scheduled meeting falls on a legal holiday, then the meeting shall be held at the same time and place on the next succeeding business day.

Section 11. OTHER REGULAR MEETINGS. Other regular meetings of the Board of Directors shall be held at such times and places as shall be fixed by the Board.

Section 12. SPECIAL MEETING. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by, any officer of the Corporation or any two Directors. There shall be four (4) days' notice of special meetings given by first class mail or forty-eight (48) hours' notice delivered personally or by telephone facsimile or other electronic communication.

Section 13. NOTICE OF MEETINGS. All notices of meetings shall be sent or otherwise given in accordance with Section 14 of this Article V, below, not less than ten (10) nor more than sixty (60) days before the date of the meeting, except, however, for special meetings, four (4) days advance notice of which shall be given as provided in Section 12 of this Article V, above. The notice shall specify the place, date and hour of the meeting and (i) in the case of a special meeting, the general nature of the business to be transacted, or (ii) in the case of the annual meeting, those matters which the President or the Board of Directors, at the time of giving the notice, intends to present for action by the Directors of the Board of Directors.

Section 14. MANNER OF GIVING NOTICE; AFFIDAVIT OF NOTICE. Notice of any meeting requiring a notice shall be given either personally or by first-class mail,

telegraphic, electronic mail or other written communication, charges prepaid, addressed to the Directors at the address of each Director appearing on the books of the Corporation or given by the Director to the Corporation for the purpose of notice. If no such address appears on the Corporation's books or is given, notice shall be deemed to have been given if sent to that Director by first-class mail, telegraphic, electronic mail, or other written communication to the Corporation's principal executive office, or if published at least once in a newspaper of general circulation in the county where that office is located. Notice shall be deemed to have been given at the time when delivered personally or deposited in the mail or sent by telegram, electronic mail, or other means of written communication.

If any notice addressed to a Director at the address of that Director appearing on the books of the Corporation is returned to the Corporation by the United States Postal Service marked to indicate that the United States Postal Service is unable to deliver the notice to the Director at that address, all future notices or reports shall be deemed to have been duly given without further mailing if these shall be available to the Director on written demand of the Director at the principal executive office of the Corporation for a period of one (1) year from the date of the giving of the notice.

An affidavit of the mailing or other means of giving any notice of any Directors' meeting shall be executed by the Secretary of the Corporation giving the notice, and shall be filed and maintained in the minute book of the Corporation.

Section 15. WAIVER OF NOTICE OF MEETING. Notice of a meeting need not be given to a Director who signs a waiver of notice or a written consent to hold the meeting, or who signs an approval of the minutes of such meeting. Notice need not be given to a Director who attends the meeting without protest, prior thereto or at its commencement, the lack of notice to such Director. All such waivers, consents and approvals shall be filed with the corporate records or made part of the minutes of the meeting.

Section 16. QUORUM. A majority of the authorized number of Directors shall constitute a quorum for the transaction of business, except to adjourn, as provided in Section 18. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors subject to the provisions of Section 5233 the Code (as to approval of contracts or transactions in which a Director has a direct or indirect material financial interest), Section 5212 of the Code (as to appointment of committees), and Section 5238 of the Code (as to indemnification of Directors). A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for that meeting.

Section 17. ACTION BY BOARD WITHOUT A MEETING. Any action required or permitted to be taken by the Board may be taken without a meeting, if all Directors of the Board shall individually or collectively consent to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

Section 18. ADJOURNMENT. A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting.

Section 19. FEES AND COMPENSATION OF DIRECTORS. Directors shall not receive compensation for their services, but may be reimbursed reasonable expenses incurred in connection with their service as Directors.

ARTICLE VI
OFFICERS

Section 1. OFFICERS. The Officers of the Corporation shall be a President, Secretary, and a Treasurer. Any number of offices may be held by the same person except as otherwise provided in the Articles of Incorporation or in these Bylaws. An Officer of this Corporation may simultaneously serve as a Director of this Corporation. An Officer of the Corporation shall not simultaneously serve as a Director or Officer of the Sole Member.

Section 2. ELECTION OF OFFICERS. The Officers of the Corporation, except such Officers as may be appointed in accordance with the provisions of Section 3 or Section 4 of this Article VI, shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

Section 3 REMOVAL AND RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect on the date of receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, either with or without cause, by the Board of Directors, at any regular or special meeting of the Board, by a majority vote of the Board.

Section 4. VACANCY IN THE OFFICE OF THE PRESIDENT. A vacancy in the office of the President because of death, resignation, removal, disqualification or any other cause shall be immediately filled by the Secretary and then the Treasurer.

Section 5. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the Board of Directors, the President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction, and control of the business and the affairs of the Corporation. He or she (or his or her designee) shall preside at all meetings of the Board of Directors. He or she shall have the general powers and duties of management usually vested in the office of President of a Corporation, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

Section 6. SECRETARY. The Secretary shall keep or cause to be kept, at the principal executive office or such other place as the Board of Directors may direct, a book of minutes of all meetings and actions of Directors, with the time and place of holding such meeting, whether regular or special, and, if special, how authorized, the notice given, the names of those present.

The Secretary shall keep or shall cause to be kept, at the principal California office, a copy of the Articles of Incorporation.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws or by law to be given, and shall keep the seal of the Corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or by the Bylaws.

Section 7. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors. He or she shall disburse the funds of the Corporation as may be ordered by the Board of Directors, shall render to the President and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation, and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

Section 8. FEES AND COMPENSATION OF OFFICERS. Officers shall not receive compensation for their services but may be reimbursed reasonable expenses incurred in connection with their service as Officers.

ARTICLE VII
INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

The Corporation shall, to the maximum extent permitted by law and in the manner provided by law, indemnify against liability and hold harmless any person who was or is a party to or is threatened to be a party or is otherwise involved in any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person is or was a Director, Officer, employee or other agent of this Corporation when serving in an official capacity on behalf of this Corporation, or is or was serving at the request of this Corporation as a member, director, officer, employee or other agent of another corporation, domestic or foreign, nonprofit or

for-profit, partnership, joint venture, trust or other enterprise. The foregoing rights of indemnification shall not be deemed to be exclusive of any other rights to which such person may be entitled under applicable law, and shall continue as to a person who has ceased to be a Director, Officer, employee, or other agent of this Corporation and shall inure to the benefit of the estate, executors, administrators, heirs, legatees or devisees of any such person to the extent such action, suit or proceeding survives the death of such person.

ARTICLE VIII
RECORDS AND REPORTS

Section 1. MAINTENANCE AND INSPECTION OF BYLAWS. The Corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal business office in this state, the original or a copy of the Bylaws as amended to date. The Corporation's annual tax returns shall also be available for public inspection at the Corporation's principal office during regular business hours.

Section 2. MAINTENANCE AND INSPECTION OF OTHER CORPORATE RECORDS. The accounting books and records and minutes of proceedings of the Sole Member and Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written form and the accounting books and records shall be kept either in written form or in any other form capable of being converted into written form.

Section 3. MEMBERS' RIGHT TO INSPECT ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, the Sole Member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Sole Member and the Board of Directors, at any reasonable time for a purpose reasonably related to the Sole Member's interest as a Member. Any such inspection and copying may be made in person or by the Sole Member's agent or attorney, and the right to inspection includes the right to copy and make extracts of documents. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 4. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation, and the records of any subsidiary of the Corporation. This inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extracts of documents.

Section 5. FINANCIAL STATEMENTS. A copy of any annual financial statement and any income statement of the Corporation for each quarterly period of each fiscal year, and any accompanying balance sheet of the Corporation as of the end of each such

period, that has been prepared by the Corporation shall be kept on file in the principal executive office of the Corporation.

Section 6. ANNUAL REPORT. The Board shall cause an annual report to be sent to the Directors of this Corporation and to the Member within 120 days after the end of the Corporation's fiscal year. Such annual report shall be prepared in conformity with requirements of the California Nonprofit Corporation Law and will contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The Corporation's revenue or receipts, both restricted and unrestricted to particular purposes;

(d) The Corporation's expenses or disbursements for both general and restricted purposes; and

(e) An independent accountants' report, or if none, the certificate of an authorized Officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 7. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (b) in which an "interested person" had a direct or indirect material financial interest, and (c) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an interested person is either:

(1) Any Director or Officer of the Corporation, its parent or subsidiary (but mere common Directorship shall not be considered such an interest); or

(2) Any holder of more than ten percent (10%) of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest in the transaction, and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(b) Any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any Officer or Director of the Corporation under Article VII of these Bylaws, unless that indemnification has already been approved, pursuant to Code § 5238, by a majority of Directors who are not “interested persons.”

ARTICLE IX
GENERAL CORPORATE MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board of Directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. The Board of Directors, except as otherwise provided in these Bylaws, may authorize any Officer or Officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and this authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board of Directors or within the agency power of an Officer, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. The Corporation shall, however, be governed by a Board of Directors and any reference in said laws to "Directors" or to the "Board of Directors" shall be deemed to refer to said Board of Directors. Without limiting the generality of this provision, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both a Corporation and a natural person.

ARTICLE X
CONTRACTS WITH AND LOANS TO MEMBERS, DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No Director of this Corporation nor any other corporation, firm, association or other entity in which one or more of this Corporation’s Directors have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation or any corporation in which this Corporation is a member or holds any ownership interest.

No Officer of this Corporation nor any other corporation, firm, association or other entity in which one or more of this Corporation’s Officers have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Corporation or any corporation in which this Corporation is a member or holds any ownership interest.

Section 2. LOANS TO MEMBERS, DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any Director or Officer, or to any other corporation, firm, association or other entity in which one or more of the Corporation's Directors or Officers hold a financial interest, without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Member, Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Member, Director or Officer would be entitled to reimbursement for such expenses by the Corporation.

ARTICLE XI
AMENDMENTS

These Bylaws or any part thereof may be amended, or repealed, or new Bylaws may be adopted by, the affirmative vote of the Member.

ARTICLE XII
WINDING UP AND DISSOLUTION

Section 1. PROCEDURE. This Corporation may be wound up and dissolved upon a super majority vote of the Board of Directors and subsequent approval by the Member of the Corporation. A super majority vote shall require a minimum of seventy percent (70%) of all the Board of Directors.

CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify:

(1) That I am the duly elected and acting Secretary of OPTIONS FOR YOUTH-SAN GABRIEL, INC.; and

(2) That the foregoing Amended and Restated Bylaws, comprising fifteen (15) pages, constitute the Bylaws of such corporation as duly adopted by the Board of Directors as of the 27 day of May, 2018.

IN WITNESS WHEREOF, I have hereto subscribed my name this 4 day of June, 2018.

Lynette M Sanders

Secretary, OPTIONS FOR YOUTH-SAN GABRIEL, INC.

OPTIONS FOR YOUTH-SAN GABRIEL, INC.
CONFLICT-OF-INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Options for Youth-San Gabriel (OFY-SG)**.

Individuals holding designated positions shall file their statements of economic interests with **OFY-SG**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008) All statements will be retained by the **OFY-SG**.

APPENDIX A TO

CONFLICT OF INTEREST CODE OF

OPTIONS FOR YOUTH – SAN GABRIEL, INC.

DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category
Members of the Board of Directors	1, 2
President	1, 2
Treasurer	1, 2
Secretary	1, 2
Principal	3
Assistant Principal of Instructional Operations	3
Consultants/New Positions	*

*Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The President or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The President's/or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

APPENDIX B TO

CONFLICT OF INTEREST CODE OF

OPTIONS FOR YOUTH – SAN GABRIEL, INC.

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by OFY-SG charter school, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.

b. Investments and business positions in business entities and income, including gifts, loans, and travel payments, from sources of the type that engage in the acquisition or disposal of real property, or are engaged in building construction or design, for charter schools.

Category 2

Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by OFY-SG.

Category 3

Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the designated position's department. For the purpose of this category, the department of the Principal and Assistant Principal of Instructional Operations is his or her entire school.

This is the last page of the conflict of interest code for the **Options for Youth-San Gabriel.**

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Options for Youth-San Gabriel** was approved on 2/18/ 2021. This code will become effective on 3/20/ 2021.

John M. Feser, Jr.
Senior Commission Counsel
Fair Political Practices Commission

Exhibit I
Board of Directors Biographies

Barbara Gondo

Barbara Gondo was a Finance Manager at the County offices for Orange County before she retired in 2025. Over the past twenty years and prior to serving on various boards, she has held a variety of positions of leadership in departments such as; Public Health, Los Angeles County Hospitals, and Human Resources. Ms. Gondo has extensive experience within an assortment of areas; including development, fiscal management of operating budgets up to $1.5 billion, design, management and operational oversight of fiscal, human resources, programmatic IT systems, contract negotiations and management, project management, and program administration. Ms. Gondo earned a Bachelor's in Science from Yale University. She continues to be an advocate and help serve her community.

On her spare time, Mrs. Gondo enjoys an active lifestyle. She participates in kayaking, cycling, traveling, and playing bridge.

Lilit Varuzhanyan

Lilit Varuzhanyan has always had a passion for education and children. Over the last decade Ms. Varuzhanyan has enjoyed working with students, started off her career by volunteering at the local elementary school. From there she went on to become a substitute teacher where she realized that teaching was exactly what she wanted to do. In 2011 Ms. Varuzhanyan attended California State Northridge where she graduated with a Bachelor's Degree in Liberal Studies, she is currently working on getting her Master's Degree at National University. During her time as a teacher Ms. Varuzhanyan prepared files for monthly audits, and she created planning guides that were personalized for each student. She also aided students during crises moments and was able to motivate students toward success with different types of interventions. Apart from her passion of educating the next generation, she also enjoys being a mother to two boys, one of whom is currently enrolled in Jujutsu. She has always wanted to be a mother and is truly living out her dream. When she does have a spare moment Ms. Varuzhanyan enjoys interior decorating, she has a special eye for design that her friends and family all benefit from. As a Board Member for the Options for Youth-San Gabriel, Inc. Ms. Varuzhanyan is excited to be back in the world of education and helping provide support to the charter schools.

Jane Gothold Biography

Mrs. Gothold has devoted her adult life to volunteerism in support of educational institutions and initiatives. She graduated from Whittier College with a Bachelor of Arts and teaching credential in primary grades. Mrs. Gothold taught first grade prior to raising her family. She returned to education, teaching classes for gifted and talented students in Archeology and Fossils, two of her avocations. She is a founding member of the Pacific Coast Archeological Society, which was founded in 1961. She has served as its Archivist and Librarian, and has served eight terms as its President. The PCAS led an archeological dig near Death Valley each spring and fall from 1965 through 2018. Ms. Gothold helped start and open a museum at China Ranch, which is open to the public, to educate visitors on objects found at the archeological dig site and to share the history of the ranch occupants as well as the geology of the area.

Ms. Gothold has served on the Orange County Old Courthouse Museum Society, the Old Courthouse Advisory Board, the Hathaway Ranch Museum Board in Santa Fe Springs, the Whittier Historical and Museum Society, and the City of Whittier Historical Commission. She is also a longtime member of Chorale Bel Canto, a community choir performing major choral works. Ms. Gothold is a mother of four, a grandmother of six, and a great grandmother of eight and enjoys spending time with her extended family. Ms. Gothold has served as a Board Member within the Options For Youth network for the past thirteen years.

Exhibit J
Fiscal Policies and Procedures

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

Approved by the Board of Directors, September 26, 2023

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 Propel, A Charter Management Group, Inc. (hereinafter referred to as "CMO") for charter management organization services (hereinafter referred to as the "CM Services"), including but not limited to, assistance and support with: school operations; purchasing; and operational management, oversight, and guidance of the Charter School's principal and staff. As set forth in the contract between the parties, the CMO's services and functions are at all times subject to the control, direction, and approval of the governing body 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 his/her Designee (as defined herein) or Principal Designee (as defined herein). "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 in the Principal's absence. "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 CMO 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 emailed 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 emailed 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 Principal (or Principal Designee) and the Charter School's CMO.

□ 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 the "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 for review and the CMO for review and approval. Before they are submitted to the State Agency, 9 Dot sends these reports to the

Principals (or Principal Designee) 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, with the support of the CMO, 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, the CMO, 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 Principal (or Principal Designee), 9 Dot, the CMO, and the Director of School Business.
- 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 $100,000.01 or more with Non-Related Parties (as defined in the Procurement Policy below); provided, however, that the Governing Board, in its discretion, may require its approval of expenditures of any type or amount.
- Reviews and approves contracts and purchases of $75,000.01 or more with Related Parties (as defined in the Procurement Policy below); provided, however, that the Governing Board, in its discretion, may require its approval of expenditures of any type or amount.
- 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.

President of the Charter School

- Reviews and approves contracts and purchases between $75,000.01 and $100,000 with Non-Related Parties.

CMO

- Provides resources and support to the Charter School in its fiscal processes, including but not limited to providing assistance in the development of the annual budget.
- The Governing Board delegates to and authorizes the CMO to perform the following on its behalf and under its supervision:
  - Acts as the day-to-day operational supervisor of the Principal (or Principal Designee) including but not limited to the Principal's (or Principal Designee's) leadership functions/role within the Charter School;
  - Provides day-to-day operational and administrative support to the Principal (or Principal Designee) and Charter School;
  - Provides the Governing Board with periodic reports on the Principal's (or Principal Designee's) day-to-day operational and leadership performance; and
  - Reviews and approves the time cards, expense and mileage reports, and time off requests of the Principal (or Principal Designee).
- Consults with 9 Dot to ensure the Charter School's expenses are aligned with SB740 and Pupil-Teacher Ratio (PTR) requirements.

Principal (or Principal Designee) of the Charter School

- Develops the annual budget with the assistance of the Director of School Business, 9 Dot, and the CMO.
- Reviews and approves contracts and purchases up to $10,000.
- Reviews and approves contracts and purchases between $10,000.01 and $75,000 in consultation with the CMO.
- Oversees the Charter School's service provider selection process.
- Provides the Governing Board with periodic reports on the CMO's performance.

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

- Reviews and approves contracts and purchases up to $5,000.
- Oversees the vendor selection process for "related party" contracts.
- 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 CMO, the Principal (or Principal Designee) 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 Principal (or Principal Designee), the CMO 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 Principals (or Principal Designee) 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 Principal (or Principal Designee), the CMO, the Director of School Business, and 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, the CMO, 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 the 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 Principal (or Principal Designee) and the CMO 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 Principal (or Principal Designee) and the CMO 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 email 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.
    - Time off requests submitted by the Principal must be reviewed in Workday by the CMO Director of Schools. 9 Dot will prepare a Principal 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 / One Time 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. HR can also enter one-time payment instructions for employees on an as-needed basis. At the Charter School's request, a detailed report of all retroactive and one-time payments can be provided by 9 Dot.

- □ 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: CMO Executive Director or Designee, CMO Director of Schools, Governing Board, 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.
- ☐ No preference may be provided to a Related Party, as defined herein, vendor due to its status as a Related Party. However, any vendor's history of providing high-quality services or products to Charter School, its references, and its track record in providing services or products to other charter schools, are relevant and should be considered.
- ☐ Charter 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, which may include Related Parties. 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 or, in the case of Related Party transactions, in a manner that is equivalent to arm's length and complies with all applicable federal and state laws regarding ethics and conflicts of interest.

C. Definitions

- ☐ *Related Party and Non-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

[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

the responsibility of the vendor to inform Charter School's 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.

- □ *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 Principal (or Principal Designee) 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 CMO, 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 Principal (or Principal Designee) and Assistant Principal (or Assistant Principal Designee) (as applicable) will take that into consideration when Charter School next enters into the contract for similar services.

D. Approval Thresholds:

The Governing Board of the Charter School shall review and approve all contracts and purchases of $100,000.01 or more with Non-Related Parties and of $75,000.01 or more with Related Parties. The President shall review and approve all contracts and purchases between $75,000.01 and $100,000.01 with Non-Related Parties. The Principal (or Principal Designee) shall review and approve contracts and purchases up to $10,000. The Principal (or Principal Designee) shall also review and approve contracts between $10,000.01 and $75,000 in consultation with the CMO. Should the Principal (or Principal Designee) and CMO disagree regarding approval, the contract shall be submitted to the Governing Board for consideration and approval. The Assistant Principal (or Assistant Principal Designee) shall review and approve contracts and purchases up to $5,000.

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.

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.

b. Purchase requisitions must include the following information:
    i. Description of equipment, materials, supplies, or services needed, including quantity if applicable;
    ii. Date equipment, materials, supplies, or services are needed;
    iii. Requesting department name and budget account number;
    iv. Any special shipping or receiving requirements;
    v. For textbooks, full ISBNs;
    vi. Vendor name;
    vii. Drawings or specifications that can help further document the purchase; and
    viii. 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. For airline tickets, each passenger's legal name, date of birth, gender, departure and arrival airport codes, and exact travel dates;
    ii. For vehicle rentals, vehicle type, dates of use, and pick-up and drop-off locations;
    iii. For service contracts, any requirements or qualifications and/or licenses, if known; and
    iv. 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 CMO (or 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.
b. The President may approve purchase requisitions between $75,000.01 and $100,000 with Non-Related Parties. Principals (or Principal Designee) may approve purchase requisitions up to $10,000. Principals (or Principal Designee) may also approve purchase requisitions between $10,000.01 and $75,000 in consultation with the CMO. Should the Principal (or Principal Designee) and CMO disagree regarding approval, the contract shall be submitted to the Governing Board for approval. The Assistant Principal (or Assistant Principal Designee) shall review and approve contracts and purchases up to $5,000.
c. When selecting a vendor, the vendor should be evaluated according to the procurement objectives set forth herein. There are two purchasing processes for the Charter School, depending on whether the Charter School will consider engaging a Related Party vendor to provide equipment, materials, supplies, or services to the Charter School.

(1) ***Non-Related Party Vendors.*** The Charter School may have any of its support services provider(s) assist with purchasing processes and functions for the Charter School in which the Charter School

will not consider a Related Party vendor, so long as the Charter School complies with this Policy.

- □ **Contracts and purchases up to $100,000**
  - Multiple bids or estimates are not required.
  - Purchase requisition must be approved online through Workday or in writing by the President, CMO Executive Director or Designee, 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 $100,000.01 or more**
  - 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 up to $5,000**
  - Multiple bids or estimates are not required.
  - Purchase requisition must be approved online through Workday or in writing by the Principal (or Principal Designee) or Assistant Principal (or Assistant Principal Designee) (as applicable) based on the objectives outlined in this Policy. The requester will be informed of any questions or adjustments before approving the purchase requisition is approved. A contract, if applicable, will be executed by an authorized signer of the Charter School.
- □ **Contracts and purchases between $5,000.01 and $75,000**
  - At least three (3) 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 for the Principal (or Principal Designee) 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 Principal (or Principal Designee) will select a vendor and approve the purchase requisition based on the objectives outlined in this Policy. The Charter School will document in writing its rationale for selecting the vendor, tied to the objectives outlined in this Policy. The requester will be informed of any questions or adjustments before the purchase requisition is approved. A contract, if applicable, will be executed by an authorized signer of the Charter School.

□ **Contracts and purchases of $75,000.01 or more**

- Must go through a Request for Proposal ("RFP") process designed to ensure meaningful participation and submissions by multiple interested vendors.
- The Principal (or Principal Designee) will present to the Governing Board his/her 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 Principal (or Principal Designee) will notify the requester of any questions or adjustments before making his/her recommendation to the Governing Board. A contract, if applicable, will be executed by an authorized signer of the Charter School.

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 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 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.
- For each fiscal year, 9 Dot shall maintain and regularly update a list of all vendors paid by the Charter School, and shall provide such list to the Governing Board at least annually.
- At the end of each fiscal year, the Charter School shall evaluate each vendor to whom the Charter School paid more than $500,000 in such fiscal year, and shall provide a copy of such vendor evaluations to the President. If there are any material concerns which cannot be worked out with said vendor, at the discretion of the President, such concerns shall be brought to the Governing Board for review. All vendor evaluations should include information as to:
    - Are deliverables consistently on time and in good condition?
    - Is the quality of services or products consistently high and meets the school's needs?
    - Is the vendor professional and knowledgeable?
- 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 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 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: Principal, CMO, and 9 Dot Accounts Payable Supervisor

Procedures:

- New Credit Card Request:
    - After approval from the Principal, the CMO reviews the "New Credit Card Request Form" for the applicable employee and submits it to the 9 Dot Department Accountant ("DA"). The DA then emails 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.

- If a Principal cumulatively incurs $5,000 in credit card charges in any given month, any further charges for that month are subject to CMO review and verification. Should any purchases seem excessive or out of the normal course of business, the CMO will bring it to the attention of the President.

- 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.
  - The employees complete their Expense Report in the Excel format with the following data:
    - Spend category
    - Name of entity
    - Physical location of entity
    - Business purpose of expense
    - Cost center
    - Journal entries code
  - Employees then submit the completed expense report along with the attached original receipts to the CMO for review. Any discrepancies are reported to the Principal. Once reviewed, the CMO emails the full package to the DA.
  - 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 email reminders to any late employee and to the CMO.

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. The CMO shall supervise the Principal's expense reimbursements.

Primarily Responsible Parties: Principal, CMO, 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.

10. Accounts Payable

Policy: Under the supervision of the Governing Board, the CMO and 9 Dot will work together to create a plan for the Charter school to pay off its outstanding debt(s) (if any) and to remain debt-free to the extent possible. 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 email 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 requestors 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 email 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 President is authorized to approve between $50,000.01 and $75,000, the CMO Executive Director or Designee is authorized to approve up to $50,000, the Assistant Principal is authorized to approve up to $5,000 and the Principal up to $25,000 (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, an Officer or the Principal 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%) of the total of all budgeted expenditures. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

Procedures:

- □ 9 Dot will monitor the Charter School's reserve level and will report the reserve level to the Board.
- □ The Governing Board may develop an additional Operating Reserve Policy to specify use of the Operating Reserves.

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 Paper s
- Payroll Documents
- Pension Documents and Contribution Records
- Personnel Records
- Tax Records

Document Type	Minimum Retention Period
ACCOUNTING AND FINANCE	
• Accounts Payable Ledger and Schedules	7 years
• Accounts Receivable Ledger and Schedules	7 years
• Annual Audit Reports and Financial Statements	Permanent
• Annual Financial Reports	Permanent
• Annual Audit Records, including work papers and other audit related documents	7 years after audit completion
• Annual Plans and Budgets	Permanent
• Bank Statements and Cancelled Checks	7 years
• Employee Expense Reports	7 years
• General Ledgers	Permanent
• Interim Financial Statements	7 years
• Notes Receivable Ledgers and Schedules	7 years
• Investment Records	7 years after investment sale
• Credit Card Records	7 years
• Average Daily Attendance (including Period 1 and Period 2 reports)	Permanent
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.	

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 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, 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 emails: 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 emails: 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 support Grantee compliance with the Agreement • All requested IRS/Grantee correspondence, including Determination letters	10 years after completion of Grant period (All)
INSURANCE RECORDS • Insurance Policies • Claims Files (including correspondence, medical records, injury documentation, etc.) • Certificates issued • Group Insurance Plans – Retirees • Group Insurance Plans – Active Employees • Releases and Settlements • Annual Loss Summaries • Journal Entry Support Data • Inspections • Audits and Adjustments • Workers' Compensation Claim Reports	Permanent Permanent Permanent Permanent or until 6 years after death of last participant Until plan is amended or terminated 25 years 10 years 7 years 3 years 3 years after final adjustment 5 years
LEGAL FILES AND PAPERS • Court Orders	Permanent

• Articles of Incorporation	Permanent
• Bylaws	Permanent
• Legal Memos and Opinions	7 years after close of matter
• Litigation Files	1 year 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 results, training and qualification records, withholding information, garnishments, attendance records, information of a derogatory nature pursuant to Ed Code 44031)	Permanent
• Employee Medical Records	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 1-9	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)	2-4 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)	
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 Principal and reviewed by the Executive Director or Designee of Charter School's Charter Management Organization ("CMO"). 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 Principal (which can be an email 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 CMO 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 email 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 CMO. 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.

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 CMO 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 Director of Schools of Charter School's CMO.

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 Executive Director or Designee of Charter School's CMO.

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 Principal and the CMO.

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.
- Principal expense reimbursement reports must be reviewed in Workday by the Director of Schools at Charter School's charter management organization ("CMO").
- 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.

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).

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 their direct Supervisor approval is needed [or, in the case of a Principal, approval from the Director of Schools at Charter School's CMO] 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 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 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 (or, in the case of a Principal, the Director of Schools at Charter School's CMO). This approved/reviewed explanation must be submitted with their expense reimbursement report.

Exhibit K
Job Descriptions

Options for Youth

JOB DESCRIPTION

Job Title: Academic Intervention Specialist (Non-Title I) **Dept:** Instruction

Reports To: Assistant Principal **Work Class:** **FLSA Status:** Non-Exempt

General Summary:

The duties of the Academic Intervention Specialist are to ensure that students receive quality instruction, make academic progress, and reach their academic goals. This position is primarily responsible for delivering data-driven, results-based instruction to students in the implementation of the Common Core Standards. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:

- Prepares focused interventions for students' academic success.
- Instruct students in multiple subjects, using various teaching methods, audiovisual aids, and other materials.
- Prepares an outline for the course of study, following the curriculum guidelines or requirements of the state and school.
- Collaborates with teacher(s) to seek alternative interventions to motivate and prevent students from dropping out.
- Counsels students in adjustment and academic problems.
- Collaborates with parent(s)/guardian(s), students, and other instructional staff to improve attendance.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops.
- Meets with students and parent(s)/guardian(s) to discuss student progress and challenges.
- Participates in related activities, such as student organizations or committees.
- Administers tests to evaluate pupil progress, assesses student work product, and records results.
- Maintains attendance records, student files, and transcripts.
- Assists with state-mandated student testing.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Performs other administrative functions and duties as assigned.
- Maintains a partial or full student load during the short-term enrollment periods.

Knowledge, Skills and Abilities Required:

- Demonstrates knowledge of scientifically based mathematics instruction specifically related to middle and high school grade students.
- Ability to communicate effectively, both verbally and in writing, with teachers, co-workers, and family members courteously and professionally.
- Strong organizational skills and attention to detail.
- Ability to work as a team player with colleagues and administrators.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to organize a variety of tasks locally and in different geographic areas.
- Ability to handle daily classroom instruction.

Knowledge, Skills and Abilities Preferred:

- Working knowledge of Microsoft Office and Google Workspace.
- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support, and encourage at-risk students coming from a variety of educational, socio-economic, and cultural backgrounds.
- Provide an energetic classroom experience.
- Ability to provide an example of strong self-esteem, confidence, and leadership.
- Ability to travel to multiple centers, as needed.

Education and Experience:

- BS/BA degree required.
- Valid 30-Day Substitute Permit required.

Created: 12/01/2022
Last updated: 07/02/2025

JOB DESCRIPTION

*The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

Created: 12/01/2022
Last updated: 07/02/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Academic Intervention Specialist (Title I)**		**Dept:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Classified**	**FLSA Status:**	**Non-Exempt**

General Summary:

The main focus of the Academic Intervention Specialist is to provide data-driven, outcome-oriented instruction and evidence-based interventions to students. The goal is to ensure students have access to high-quality instruction, as well as to support them in their academic progress and educational goals. The Academic Intervention Specialist will be accessible for direct instruction to students for the duration of the day. This position, supported by Title 1 funding, is dedicated to assisting students who are at the highest risk of falling behind their peers in completing core coursework. As a supplemental support position, its funding is derived from federal sources; therefore, the continuation of employment is contingent upon the availability of federal funds.

Essential Functions include, but are not limited to the following:

- Develops targeted interventions to promote students' academic success.
- Administers assessments to evaluate student progress, assesses student work, and records the results.
- Instructs students in multiple subjects, using various teaching methods, SEL-focused activities, audiovisual aids, and other materials.
- Prepares an outline for the course of study, following curriculum guidelines or requirements of the state and school.
- Organizes and facilitates evidence-based intervention programs for students who are below grade level.
- Collaborates with teacher(s) to implement alternative interventions to motivate and prevent students from dropping out.
- Provides guidance and support to students dealing with adjustment and academic challenges.
- Works collaboratively with parents, students, and teachers to enhance attendance rates.
- Conducts meetings with students and parents to address student progress and challenges.
- Engages in relevant activities, such as student organizations or committees (e.g., Yearbook).
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops.
- Maintains credit enrichment student load during the short-term enrollment periods.
- Maintains attendance records, student files, and transcripts.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Support school site events to increase student engagement and connection, as well as foster a positive school environment and culture.
- Carries out additional and other administrative functions and responsibilities as assigned.

Knowledge, Skills and Abilities Required:

- Develops targeted interventions to promote students' academic success.
- Administers assessments to evaluate student progress, assesses student work, and records the results.
- Instructs students in multiple subjects, using various teaching methods, SEL-focused activities, audiovisual aids, and other materials.
- Prepares an outline for the course of study, following curriculum guidelines or requirements of the state and school.
- Organizes and facilitates evidence-based intervention programs for students who are below grade level.
- Collaborates with teacher(s) to implement alternative interventions to motivate and prevent students from dropping out.
- Provides guidance and support to students dealing with adjustment and academic challenges.
- Works collaboratively with parents, students, and teachers to enhance attendance rates.
- Conducts meetings with students and parents to address student progress and challenges.
- Engages in relevant activities, such as student organizations or committees (e.g., Yearbook).
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops.
- Maintains credit enrichment student load during the short-term enrollment periods.
- Maintains attendance records, student files, and transcripts.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Support school site events to increase student engagement and connection, as well as foster a positive school environment and culture.
- Carries out additional and other administrative functions and responsibilities as assigned.

Knowledge, Skills and Abilities Preferred:

- Working knowledge of Microsoft Office and Google Workspace.

Created: 2/25/2022
Last updated: 07/02/2025

- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support, and encourage at-risk students coming from a variety of educational, socio-economic, and cultural backgrounds.
- Provide an energetic classroom experience.
- Ability to provide an example of strong self-esteem, confidence, and leadership.
- Ability to travel to multiple centers, as needed.

Education and Experience:

- BS/BA degree required.
- Valid 30-Day Substitute Permit required.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Area Teacher I**		**Dept:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

Area Teachers are full-time instructional teachers who support the charter's instructional needs. The Primary responsibility of this position is to teach our students with a personalized learning plan, making adjustments to match the students' ability levels and pace of learning. An Area Teacher I provides direct instructional support 100% of the time. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Provides instruction to students at the charter.
- Administers and grades tests.
- Tutors students who need help as requested by the teacher of record.
- Supports intervention programs and students' progress through them when requested.
- Supports all state testing by calling, proctoring, and helping.
- Locates, prepares, passes out, and helps with the curriculum.
- Helps audit and correct student files when requested.
- Enter student work into the student information system when requested
- Facilitates student registration
- Properly support home visits and complete the Home Visitation Form following the appointments.
- Helps with other activities within the center that support the direct instruction of students.

Knowledge, Skills and Abilities Required:

- Ability to connect with students and positively motivate them.
- Ability to communicate with co-workers and business contacts courteously and professionally.
- Strong organizational skills and attention to detail.
- Ability to exercise reasonable judgment and maintain confidentiality.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to teach and delegate responsibility to students.
- Ability to travel as needed.

Knowledge, Skills and Abilities Required:

- Working knowledge of Microsoft Office and Google Suite.
- Experience working with high school-age students is preferred.

Education and Experience:

- BA/BS Degree required.
- Current California 30-day Permit, Single Subject Credential, or Service Credential required.

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Last updated: 06/17/2025

JOB DESCRIPTION

Job Title: Area Teacher II Coach **Dept:** Instruction **FTE:** 1.00

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Non-Exempt

General Summary:

The purpose of this position is to support staff and the school in the initial preparation of student enrollment and compliance with student record keeping. This position will collaborate with local schools to acquire official student records and input information into our internal student record and attendance system. They will be responsible for maintaining and auditing student files on a monthly basis and upon withdrawal from our program. This position will provide additional support to local sites as needed. This position may need to be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Provides instruction to students as needed.
- Prepares initial student file and paperwork (immunization records, planning guide, and all enrollment paperwork).
- Works with staff to ensure files and registration forms comply.
- Obtains official student records from referring schools (Official transcripts, immunization records, and state testing scores).
- Inspects and reports on the status of student files upon student withdrawal.
- Prepares reports for Assistant Principal, Principal, and Director of Instructional Operations per set schedule.
- Performs additional audits requested by school leadership.
- Reviews and monitors monthly reports sent from the Student Record Analyst to ensure assigned school sites comply and follow up with staff to correct any errors.
- Conducts interviews along with the Assistant Principal and Principal.
- Assists in the training of new instructional and support staff on file requirements.
- Review withdrawals with the school leadership team before processing withdrawals.
- Supports teachers with grading as needed.
- Check students' planning guides to ensure they are tagged for extracurricular activities.
- Assists staff with center organization.
- Proactively manages personal schedule to support the needs of the center(s).
- Provides team trainings for Area Teacher IIs and reports progress to leadership.
- Holds regular meetings to review file checks from the Student Records and Compliance Department.
- Collaborates with instructional coaches on trending errors from file checks.

Knowledge, Skills and Abilities Required:

- Proficient in MS Office, Google Workspace, and experienced in Student Trac or a similar database system.
- Excellent written and oral communication skills.
- Ability to communicate courteously and professionally.
- Strong organizational/interpersonal skills and attention to detail.
- Ability to follow up on tasks and commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines.
- Ability to travel as needed.

Knowledge, Skills and Abilities Preferred:

- Knowledge of state requirements for non-classroom-based charter schools.
- Experience as a teacher, coordinator, or other support staff familiar with student file maintenance, auditing, or accounting.
- Proficient with computers and a quick learner of in-company policies and student records, and the attendance system.

Education and Experience:

- BA/BS Degree
- CBEST
- California clear single and preliminary multiple subject credential or California 30-day Substitute permit.

JOB DESCRIPTION

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Area Teacher II**			**Dept:**	**Instruction**	**FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**		**FLSA Status:**	**Non-Exempt**	

General Summary:

The purpose of this position is to support staff and the school in the initial preparation of student enrollment and compliance with student record keeping. This position will collaborate with local schools to acquire official student records and input information into our internal student record and attendance system. This position will be responsible for maintaining and auditing student files on a monthly basis and upon withdrawal from our program. This position will provide additional support to local sites as needed. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Primarily responsible for maintaining internal auditing procedures at the assigned school site.
- Keeps the school site in compliance with the Student Records and Compliance Department Student File Manual.
- Coordinates with teachers and other administrative staff to implement systems ensuring minimal risk of audit issues.
- Assists support staff with the creation of student files for all incoming students.
- Reviews registration paperwork for accuracy and enrolls all incoming students.
- Ensures all student information is correctly entered into the internal student information system during the time of enrollment up until withdrawal from the school site.
- Ensures school site compliance by reviewing and monitoring monthly reports from the Student Record Analyst.
- Submits helpdesk tickets/emails to correct clerical issues in student files as needed, and updates paperwork to reflect any changes once the helpdesk ticket is resolved.
- Prepares for monthly audits, ensuring the integrity of student information, student work, and attendance uploaded to the student information system.
- Works collaboratively with the Student Records and Compliance Department to resolve any findings during monthly file checks.
- Ensures all documentation is on file and accurately processed upon the student's withdrawal.
- Utilizes problem-solving and critical thinking skills to modify daily procedures to strengthen data management and entry at the school site.

Knowledge, Skills and Abilities Required:

- Proficient in MS Office, Google Workspace, and experienced in StudentTrac or a similar database system.
- Excellent written and oral communication skills.
- Ability to communicate courteously and professionally.
- Strong organizational/interpersonal skills and attention to detail.
- Ability to follow up on tasks and commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines.
- Ability to travel as needed.

Knowledge, Skills and Abilities Preferred:

- Knowledge of state requirements for non-classroom-based charter schools.
- Experience as a teacher, coordinator, or other support staff familiar with student file maintenance, auditing, or accounting.
- Proficient with computers and a quick learner of in-company policies and student records, and the attendance system.

Education and Experience:

- BA/BS Degree.
- Current California 30-day Permit or Single Subject Credential required.

JOB DESCRIPTION

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Options for Youth

JOB DESCRIPTION

Job Title:	**Assistant Career Pathways Coordinator**		**Dept.:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Classified**	**FLSA Status:**	**Non-Exempt**

General Summary:

This position will be the primary resource for students and teachers regarding post-secondary career options. The Assistant Career Pathways Coordinator will help students realize post-secondary options by meeting individually with students, guiding them through their post-secondary pathways through case management and WIOA referrals.

Essential Functions include, but are not limited to the following:*

- Provides additional targeted supports in alignment with the Career Pathways Coordinators.
- Meets one-on-one with students (and parents, if required/desired) to discuss post-secondary goals; assists teachers in creating job individualized plans for students to reach their goal(s).
- Provides case management for students based on career pathways and documents student progress in the case management system.
- Maintains a resource bank for all career pathways.
- Guides students through both individualized and suggested career pathways.
- Identifies WIOA eligibility.
- Coordinates WIOA orientation appointments.
- Refers students to WIOA caseloads while ensuring access to funding.
- Monitors progress through WIOA partner interactions and activities.
- Other duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Ability to change direction as priorities shift and thrive in environments that require the ability to adapt to changing circumstances.
- Strong interpersonal relationship skills.
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office, Google Suite, and database management.
- Ability to travel as needed.

Education and Experience:

- High School Diploma.
- BA/BS Degree preferred.
- California 30-day Substitute permit preferred.
- Bilingual in English and Spanish preferred.

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Created on: 3/07/2022
Last updated: 07/02/2025

Options for Youth

JOB DESCRIPTION

Job Title: Assistant Director of Leadership and Learning **Dept:**

Reports To: Superintendent **Work Class:** Non-Credentialed **FLSA Status:** Exempt

General Summary:

The **Assistant Director of Leadership and Learning** is responsible for designing, implementing, and evaluating professional learning programs that support the growth, retention, and effectiveness of educators, with an emphasis on building future and current network leaders. This role ensures that teachers and instructional leaders receive high-quality training, coaching, and career development opportunities aligned with the organization's mission and goals. The ideal candidate is a strategic thinker who is passionate about educator growth, skilled in instructional leadership, and experienced in talent development.

Essential Functions include, but are not limited to the following:

- Design and implement comprehensive professional development programs for educators at all career stages.
- Facilitate engaging, research-based training sessions on instructional best practices, leadership development, and continuous improvement.
- Support the development of individualized professional growth plans for teachers and leaders.
- Monitor and evaluate the effectiveness of professional learning initiatives, making data-driven recommendations for improvement.
- Develop pathways for educator career advancement, including mentorship, coaching, and leadership opportunities.
- Partner with school leaders to identify high-potential educators and provide targeted support.
- Collaborate with HR and school leadership to improve educator retention through meaningful development initiatives.
- Stay current on best practices in teacher development and retention strategies.
- Provide direct coaching and mentorship to educators, offering actionable feedback to improve instructional effectiveness.
- Develop coaching models that support teacher growth, including peer observation and professional learning communities.
- Collaborate with school leaders to align professional development and leadership learning goals with instructional priorities and student achievement goals.
- Work closely with school leadership, instructional coaches, and external partners to enhance professional learning opportunities.
- Partner with internal teams to align educator development initiatives with broader organizational goals.
- Engage in continuous learning and improvement through networking with professional organizations and education leaders.

Knowledge, Skills and Abilities Required:

- Familiarity with teacher evaluation systems and performance management.
- Strong understanding of adult learning theory, instructional coaching, and teacher development.
- Experience designing and delivering professional learning programs for educators.
- Ability to analyze data to inform professional development decisions.
- Excellent communication, facilitation, and relationship-building skills.
- Passion for empowering educators and fostering a culture of continuous growth.

Education and Experience:

- Experience working in a charter school or alternative education setting.
- Background in coaching, mentoring, or leadership development.
- Bachelor’s degree in education, instructional leadership, or a related field (Master’s preferred).
- 5+ years of experience in education, including teaching and professional development leadership.

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Created on: 4/4/2025
Last Updated: 4/23/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Assistant Principal **Dept.:** Instruction FTE: 0.95

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

In addition to current teaching responsibilities of a reduced student load, this position is responsible for the direct supervision of assigned teaching staff and learning centers. Managing schedules of teachers, fills in with students, coordinates substitutes, and teaches students. Responsible for teacher development and in services to help improve teacher performance. Responsible for the academic and retention of students. This position is primarily responsible for delivering our educational program to ensure data-driven, results-based instruction for students in the implementation of the Common Core Standards. The Assistant Principal will be available to provide direct instruction to students 6 hours a day if they hold a Single Subject Credential.

Essential Functions include, but are not limited to the following:*

- Instructs students in multiple subjects, using various teaching methods, audiovisual aids, and other materials.
- Prepares an outline for the course of study, following the curriculum guidelines or requirements of the state and school.
- Administers tests to evaluate pupil progress and records results.
- Keeps attendance records and maintains student files and transcripts.
- Meets with students and parents to discuss files and transcripts.
- Teaches, coaches, supports, and develops students, guiding them toward graduation.
- Implements the ongoing training and development of staff, including regular teacher observation feedback, and goal setting.
- Facilitates questions or needs of teachers and school administrators (or directs them to the appropriate staff member).
- Communicates changes in policies or procedures to all assigned staff, including general announcements that affect center operations or staff involvement.
- Oversees the day-to-day operations in the centers, including the purchase and distribution of supplies.
- Monitors growth and makes appropriate recommendations to the Principal.
- Participates in faculty and professional meetings, educational conferences, and teacher training workshops.
- Performs related duties such as student organizations or committees, assisting pupils in selecting courses of study, or counseling students in adjustment and academic problems.
- Conducts annual reviews of all assigned staff in consultation with the designated supervisor and/or others as appropriate.
- Available for direct instruction and/or support.
- Assists with other project functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to train, direct, and delegate responsibility to staff.
- Ability to work independently and efficiently in a fast-paced, multi-tasking environment, exercising sound judgment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy and professionalism.
- Superior knowledge of company policies, procedures, and program offerings, including use of curriculum, MS Office, and company proprietary software (CSIS).
- Ability to analyze data appropriately.
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- Ability to travel as needed.

Education and Experience:

- BA/BS Degree required.
- California clear single or multiple subject teaching credential or service credential required.
- MA/MS Degree preferred.
- Administrative Credential required.
- Minimum 18 months of company teaching experience preferred.
- 1-2 years of supervisory or managerial skills preferred.

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Last updated: 05/21/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Assistant Principal of Instructional Operations (APIO) **Dept:** Instruction

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

This position's primary responsibility is to support and carry out the instructional leadership team's goals of RFEP completion, 100% retention, 100% LCAP goal completion, and WIOA (if applicable). The Assistant Principal of Instructional Operations is also responsible for the direct supervision of assigned teaching staff and provides direct instructional support.

Essential Functions include, but are not limited to the following:*

- Supervises staff, hires, and implements ongoing training and development, including annual reviews and goal setting.
- Researches and writes RFP's for all support vendors, presenting to Principal and Charter Board Members.
- Instructs students in multiple subjects, using various teaching methods, audiovisual aids, and other materials.
- Manages attendance records, maintains and meets with students and parents to discuss files and transcripts.
- Works with the Principal to monitor and track the regional budget.
- Monitors SGI program implementation and course offering, and SGI PLC process and progress.
- Manages regional Safety comprehensive plans and safety drills; tracks teacher certifications and mandatory training.
- Manages regional communication, tracking, attendance, and proctoring for internal assessments and state exams.
- Communicates changes in policies or procedures, including general announcements to staff, as assigned by the Principal.
- Collaborates and coordinates with regional team leadership for outreach opportunities and district relations.
- Manages District Oversight Evidence binder for each school site.
- Oversees and monitors LCAP and subgroup functions and goals monthly, providing data to the Principal.
- Monitors WIOA implementation, opportunities (as applicable).
- Acts as a point person.
- Assists with other project functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to train, direct, and delegate responsibility to staff.
- Ability to work independently and efficiently in a fast-paced, multi-tasking environment, exercising sound judgment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and confidentiality.
- Superior knowledge of company policies, procedures, and program offerings, including use of curriculum, MS Office, Google Suite, and company proprietary software (CSIS).
- Able to change direction as priorities shift and thrive in environments that require the ability to adapt to changing circumstances.
- Ability to analyze data appropriately.
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- Ability to travel as needed.

Education and Experience:

- BA/BS Degree required.
- California clear single or multiple subject teaching credential or service credential required.
- MA/MS Degree preferred.
- Administrative Credential Required.
- Minimum 18 months of company teaching experience preferred.
- 1-2 years of supervisory or managerial skills preferred.

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Last updated: 08/14/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Assistant Principal of Instructional Programs (APIP) **Dept.:** Instruction FTE: 0.95

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

The Assistant Principal of Instructional Programs would manage operations and special projects for the assigned region and support existing leadership with regional growth. This position is responsible for the direct supervision and training of assigned staff and supervision of learning centers, managing schedules of teachers, filling in with students, coordinating substitutes, and teaching students. Responsible for teacher development and in services to help improve teacher performance. Responsible for the academic and retention of students. This position is primarily responsible for delivering our educational program to ensure data-driven, results-based instruction for students in the implementation of the Common Core Standards. This position will be available to provide instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Manage and facilitate all credit enrichment programs.
- Oversees the day-to-day operations in the centers, including the purchase and distribution of supplies and equipment inventory.
- District communications and referrals.
- Facilitates questions or needs of teachers and school administrators (or directs them to the appropriate staff member).
- Communicates changes in policies or procedures to all assigned staff, including general announcements that affect center operations or staff involvement.
- Coordinates annexes and existing center needs.
- Manages the opening and closing of the credit enrichment school facilities.
- Coordinate hiring/training/staff retention as needed to support growth.
- Manages curriculum inventory and ordering.
- Coordinates Online Program registration.
- Coordinates and manages all processes involved with parent/student orientations.
- Responsible for ensuring teachers are meeting student progress goals.
- Monitors growth and makes appropriate recommendations to the Principal.
- Facilitate special programs at the regional level during non-credit enrichment months.
- This position will be available to provide instruction during the credit enrichment school.
- Assists with other projects, functions, and duties assigned.

Knowledge, Skills and Abilities Required:

- Ability to train, direct, and delegate responsibility to staff.
- Ability to work independently and efficiently in a fast-paced, multi-tasking environment, exercising sound judgment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy and professionalism.
- Superior knowledge of company policies, procedures, and program offerings, including use of curriculum, MS Office, Google Suite, and company proprietary software (CSIS).
- Ability to analyze data appropriately.
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- Ability to travel as needed.

Education and Experience:

- BA/BS Degree required.
- California clear single or multiple subject teaching credential or service credential required.
- MA/MS preferred.
- Administrative Credential required.
- Minimum 18 months of company teaching experience preferred.

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Last Updated: 08/14/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Assistant Superintendent of Business Operations **Dept:**

Reports To: Superintendent **Work Class:** **FLSA Status:** Exempt

General Summary:

Under the direction of the Superintendent, the Assistant Superintendent is responsible for the immediate supervision of all financial aspects and operations of the school, including the immediate supervision of Business Operations, Quality Assurance, Special Education, and WIOA personnel; The Assistant Superintendent is responsible for administering and managing multiple programs and/or departments including direct and indirect supervision of educational services professionals, compliance, and clerical personnel; performs other duties as assigned.

Essential Functions include, but are not limited to the following:*

- Under direct supervision of the Superintendent, performs financial work involved with all aspects of the school's financial operations
- Immediate supervision of financial accounting and reporting conducted by outside vendor(s)
- Establishes and leads Business Operations, coordinating and monitoring school's budgets and projections.
- Oversees financial records and accounts and submits reports in a timely manner to other agencies and the Board
- Partners with accounting and school business vendor to ensure that financial documents are accurate and adhere to legal and procedural requirements
- Responsible for review and oversight of purchase and distribution of supplies, equipment, services and insurance
- Develop and execute plans and procedures for property accounting, inventory records, and warehouse control
- Supervises assigned departments and employees responsible for a variety of tasks including, but not limited to Special Education, Business Operations, Title Funds, Quality Assurance, WIOA, and AP Mentorship
- Establishes and implements procedural steps to insure sound and efficient business practices in accordance with applicable law
- Serves as staff advisor to the school principals on problems related to program and business operations
- Develops, organizes and recommends fiscal policies, goals and programs for the school
- Provides information relating school operations to the Superintendent, the Board and general public as needed
- Oversees and maintains operational agreements and contracts vendor contracts
- Works closely with district liaisons to continue the school credit enrichment programs
- Partners with Principals and consultants to build credit enrichment program marketing campaigns, review annual successes and improvements, and exploration of new markets
- Partners with Principals and consultants to ensure enrollment growth targets are being met
- Oversees strategic plans for growing and implementing new charters and renewing current ones.
- Develops, fosters and maintains positive relationships with District administrators, consultants and the public concerning
- school business matters.
- Oversees sports, extracurricular events and logistics
- Analyzes and, where necessary, promotes legislation beneficial to the school's fiscal and operational aspects

Knowledge, Skills and Abilities Required:

- Strong supervisory, leadership and team building skills.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining diplomacy, courtesy, professionalism and a customer service attitude.
- Ability to exercise reasonable judgment and maintain confidentiality.
- Ability to change directions as priorities shift and thrive in environments that require the ability to adapt to changing circumstances.
- Excellent written and oral communication skills.
- Strong organizational skills with attention to detail.
- Proficient knowledge of MS Office, Google Suite, and some knowledge of Adobe Professional.

- Ability to travel as needed.

Education and Experience:

- Bachelor's Degree required.
- Valid Teaching credential (required)
- Administrative Services Credential (required)
- Doctorate degree or current enrollment in a doctoral program preferred
- Experience in managing financial and statistical records.
- Experience in a leadership position with increasing responsibility that includes personnel supervision and evaluation.
- Demonstrates personal qualifications generally recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment, work cooperatively and provide leadership in the area of business services.

*Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

Options for Youth

JOB DESCRIPTION

Job Title:	**Career Pathways Coordinator (Credentialed)**		**Dept.:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

This position will serve as the point of contact for students and teachers seeking information on post-secondary career options. The primary goal of this position is to close the achievement gap and increase student academic achievement by supporting students in their post-secondary goals. The Career Pathways Coordinator will support students by setting up one-on-one meetings, analyzing evidence-based data to examine student progress, designing and conducting workshops and activities to increase student engagement and participation in WIOA, CTE, and Dual Enrollment.

Essential Functions include, but are not limited to the following:*

- Acts as the primary contact for WIOA, CTE, vocational/occupational programs, and local partners.
- Identifies WIOA eligibility and coordinates WIOA orientation appointments.
- Tracks students in the case management system.
- Tracks and provides monthly data to their supervisor and school site as requested.
- Meets all WIOA Objectives (Messaging, Tier 1 & 2 Case Management, Workforce Readiness Activities, Intake & Orientation, CPC Priorities, and All Staff Training & PDs).
- Attends all WIOA-related professional development sessions and meetings.
- Trains internal regional staff on WIOA requirements.
- Conducts one-on-one meetings with students (and parents, if necessary) to discuss their post-secondary goals.
- Assists teachers in developing individualized plans for students to help them achieve their academic and post-secondary goals.
- Coordinates and organizes workshops or seminars at least quarterly to help inform students and teachers of their post-secondary options and equip students with specific skills required for post-secondary life (i.e., interviewing skills, filling out job or college applications, etc.).
- Creates timely and relevant hand-outs, posters, and career boards for options available to students that support their post-secondary career plans
- Coordinates Internal marketing of credit enrichment events, as well as plans, and advertises Workforce Events (Engineering and Design Challenge & Business and Entrepreneurial).
- Supports school site events to increase student engagement and connection, as well as foster a positive school environment and culture.
- Carries out additional and other administrative functions and responsibilities as assigned.

Knowledge, Skills and Abilities Required:

- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Ability to change direction as priorities shift and thrive in environments that require the ability to adapt to changing circumstances.
- Strong interpersonal relationship skills.
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office, Google Suite, and database management.
- Ability to travel as needed.

Created on: 05/02/2023
Last Updated: 06/17/2025

JOB DESCRIPTION

Education and Experience:

- BA/BS Degree.
- California 30-day Substitute Permit required.
- Bilingual in English and Spanish preferred.

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Created on: 05/02/2023
Last Updated: 06/17/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Career Pathways Coordinator**		**Dept.:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

This position will be the primary resource for students and teachers regarding post-secondary career options. The Career Pathways Coordinator will help students realize post-secondary options by meeting individually with students, using data, conducting workshops, and designing activities that will increase the number of students participating in WIOA, CTE, and dual enrollment.

Essential Functions include, but are not limited to the following:*

- Meets one-on-one with students (and parents, if required/desired) to discuss post-secondary goals; assists teachers in creating individualized plans for students to reach their goal(s).
- Acts as the primary contact for WIOA, CTE, and vocational/occupational programs and local partners.
- Coordinate workshops or seminars quarterly to help inform students and teachers of their post-secondary options and equip students with specific skills required for post-secondary life (i.e., interviewing skills, filling out job or college applications, etc.).
- Creates timely and relevant hand-outs, posters, and career boards for options available to students that support their post-secondary career plans.
- Identifies WIOA eligibility and coordinates WIOA orientation appointments.
- Tracks students in the case management system.
- Tracks and provides monthly data to their supervisor and school site as requested.
- Meets all WIOA Objectives (Messaging, Tier 1 & 2 Case Management, Workforce Readiness Activities, Intake & Orientation, CPC Priorities, and All Staff Training & PDs).
- Attends all WIOA-related professional development sessions and meetings.
- Conducts one-on-one meetings with students (and parents, if necessary) to discuss their post-secondary goals.
- Trains internal regional staff on WIOA requirements.
- Coordinates internal marketing of credit enrichment events.
- Coordinates, plans, and advertises Workforce Events (Engineering and Design Challenge & Business and Entrepreneurial).
- Supports school sites to increase student engagement and connection, as well as, foster a positive school environment and culture.
- Carries out additional and other administrative functions and responsibilities as assigned.

Knowledge, Skills and Abilities Required:

- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Ability to change direction as priorities shift and thrive in environments that require the ability to adapt to changing circumstances.
- Strong interpersonal relationship skills.
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office, Google Suite, and database management**.**
- Ability to travel as needed.

Education and Experience:

- BA/BS Degree required.
- California 30-day Substitute Permit preferred.
- Bilingual in English and Spanish preferred.

JOB DESCRIPTION

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Center Coordinator Coach**	**Dept:**	**Instruction**		
Reports To:	**Principal**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

Provides the primary clerical and administrative support for each assigned learning center.

Essential Functions include, but are not limited to the following:*

- Responsible for training all new Center Coordinators hired in the designated region.
- Supports ongoing training and development of all current Center Coordinators in the designated region.
- Works with Principal and Assistant Principals to coordinate/produce special events for students and staff members in the designated region (i.e., Team Building).
- Assists leadership team by presenting information on special events at in-service staff meetings.
- Manages paperwork and serves as a liaison or representative for students attending PDs, seminars, and conferences occasionally.
- Creates and distributes promotional flyers for upcoming events to increase student participation.
- Processes all requests for enrolling and withdrawing students from the online program.
- Compiles, stores, tracks, and retrieves data, and prepares monthly reports for online schools as requested.
- Provides support with state-mandated student testing.
- Performs a variety of routine and responsible administrative, secretarial, and clerical functions.
- Assists with other functions and special projects as requested.

Knowledge, Skills and Abilities Required:

- Ability to train, support, and coach Center Coordinators for efficiency, customer service, and growth within the role.
- Ability to work independently and efficiently, exercising reasonable judgment, and in a fast-paced and multi-task environment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Strong interpersonal relationship skills.
- Strong organizational skills and attention to detail.
- Working knowledge of office equipment, especially the computer.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Ability to follow up on task commitments and give updates as needed.
- Ability to travel to support and coach all Center Coordinators within the region.

Knowledge, Skills and Abilities Preferred:

- Excellent oral and written communication skills.
- Working knowledge of MS Word, Excel, and Google Suite.
- Experience working with high school-aged students is preferred.
- Some college coursework is desirable.

Education and Experience:

- High school diploma or its equivalent.
- Bachelor's degree and 30-day credential preferred.

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Last updated: 07/02/2025

Options for Youth

JOB DESCRIPTION

Job Title:	**Center Coordinator**			**Dept:**	**Instruction**
Reports To:	**Assistant Principal**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The Center Coordinator provides the primary clerical and administrative support for an assigned learning center. Meets with enrolling students and parents, answers phones, explains school programs, inputs student information, and provides support for teachers and mentor teachers. Orders curriculum supplies and maintains office inventory. The primary goal of this position is to support and carry out the instructional leadership team's goals of 100% student retention and all charters achieving a 9 or 10 compared to similar schools in a state-wide average.

Essential Functions include, but are not limited to the following:*

- Maintains the center waiting list and lottery list, and conducts a public random drawing to select eligible students for enrollment when space becomes available.
- Responsible for helping market/sell the program.
- Meets and greets students and potential students as they enter the centers.
- Manages paperwork, scheduling, calling, and set-up for all student orientations, testing, and designated SGI classes.
- Administers, scores, and schedules all assessments for student placement, including, but not limited to, the pre- and post tests, graduation proficiency tests, and computer proficiency survey when applicable.
- May assist with registrar duties by securing and providing student immunization records, transcripts, IEP, LEP, and free or reduced lunch documentation when applicable.
- May notify a student's district of residence (or applicable school) upon enrollment and withdrawal from the school.
- Maintains inventory and orders center office supplies, curriculum materials, and designated center and student forms.
- Stock shelves and keep supplies organized.
- Receives and puts away delivered center material, including, but not limited to, student orientation forms, workbooks, textbooks, and office supplies.
- Responsible for checking voice mail, delivering messages, and rescheduling student appointment times when necessary.
- Responsible for center cleanliness and tidying up the center after each ½ day session. Helps keep the center bright, cheerful, and welcoming for students.
- Assists teachers in answering phones, filing units, and tests, and working with students when time permits.
- Acts as a receptionist for the center.
- Refers students with special needs for testing.
- May present initial orientation to all incoming students and parents.
- Answers questions on program enrollment eligibility
- May handle other duties and projects as assigned.

Knowledge, Skills and Abilities Required:

- Ability to connect with students and positively motivate them.
- Ability to communicate with co-workers and business contacts courteously and professionally.
- Strong organizational skills and attention to detail.
- Working knowledge of office equipment, especially the computer.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Ability to exercise reasonable judgment and maintain confidentiality.

Education and Experience:

- Minimum High School Diploma or its equivalent required.
- Bachelor's Degree and 30-day Credential preferred.
- One year of experience in an administrative capacity preferred.

JOB DESCRIPTION

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Compliance Coordinator**		**Dept:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Non- Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The purpose of this position is to support staff and the school in the initial preparation of student enrollment. This position will collaborate with local schools to acquire official student records and input information into our internal student record and attendance system. Will be responsible for auditing student files every month and upon withdrawal from our program. This position will provide additional support to local sites as needed.

Essential Functions include, but are not limited to the following:*

- Prepare initial student file and paperwork (immunization records, planning guide, and all enrollment paperwork).
- Obtain official student records from referring schools (Official transcripts, immunization records, and state testing scores).
- Inspects and reports on the status of student files upon student withdrawal.
- Prepares reports for Assistant Principal, Principal, and Director of Instructional Operations per set schedule.
- Performs additional audits requested by company Management.
- Assist in the training of new file requirements.
- Communicate with staff and supervisors.
- May be asked to help with grading.
- Assist staff with center organization.
- Proactively manages personal schedules to support the needs of the center(s).

Knowledge, Skills and Abilities Required:

- Proficient in MS Office, Google Suite, and experienced in Student Trac or similar database systems.
- Excellent written and oral communication skills.
- Ability to communicate courteously and professionally.
- Strong organizational, interpersonal skills, and attention to detail.
- Ability to follow up on tasks and commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines.
- Ability to travel as needed.

Knowledge, Skills and Abilities Preferred:

- Knowledge of state auditing independent study requirements for public charter schools.
- Teacher, coordinator, or other staff familiar with student file maintenance, auditing, accounting background, or education regulations background.
- Proficient with computers and a quick learner of in-company policies and the student record and attendance system.

Education and Experience:

- BA/BS Degree preferred.
- California 30-day Substitute Permit preferred.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	Credit Enrichment Center Coordinator			**Dept:**	Instruction
Reports To:	Assistant Principal	**Work Class:**	Non-Credentialed	**FLSA Status:**	Non-Exempt

General Summary:

Center Coordinator provides the primary clerical and administrative support for an assigned learning center. Meets with enrolling studen and parents, answers phones, explains company programs, inputs student information, and provides support for teachers and mentor teachers. Other functions include ordering curriculum supplies and maintaining office inventory.

Essential Functions include, but are not limited to the following:*

- Maintains center waiting list and conducts public random drawing to select eligible students for enrollment when space becomes available.
- Manages paperwork, scheduling, calling, and set-up for all student orientations, testing, and designated SGI classes.
- Administers, scores, and schedules all assessments for student placement including, but not limited to the pre- and post tests, graduation proficiency tests, and computer proficiency survey when applicable.
- May assist with registrar duties by securing and providing student immunization records, transcripts, IEP, LEP and free or reduced lunch documentation when applicable.
- Calls to get students in for testing such as STAR
- May handle other duties and projects as assigned.

Knowledge, Skills and Abilities Required:

- Ability to connect with students and motivate them in a positive way.
- Strong organizational skills and attention to detail.
- Working knowledge of office equipment, especially the computer.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- One year experience in an administrative capacity preferred

Education and Experience:

- Minimum high school diploma or its equivalent required

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Last updated: 01/23/2025

Options for Youth

JOB DESCRIPTION

Job Title:	**Credit Enrichment Compliance Coordinator**			**Dept:**	**Instruction**	**FTE: 1.00**	
Reports To:	**Principal**	**Work Class:**	**Non- Credentialed**	**FLSA Status:**	**Non-Exempt**		

General Summary:

The Compliance Coordinator will support staff and the school in the initial preparation of student enrollment. This position will collaborate with local schools to acquire official student records and input information into our internal student record and attendance system. Auditing student files monthly and upon withdrawal from our program. This position will provide additional support to local sites as needed. This position will provide additional support as needed.

Essential Functions include, but are not limited to the following:*

- Prepare initial student files and paperwork (immunization records, planning guide, and all enrollment paperwork).
- Obtain official student records from referring schools (Official transcripts, immunization records, and state testing scores).
- Inspects and reports on the status of student files upon student withdrawal.
- Prepares reports for Assistant Principal, Principal, and Director of Instructional Operations per set schedule.
- Performs additional audits requested by Company Management.
- Additional duties as needed

Knowledge, Skills, and Abilities Required:

- Proficient in MS Office and experienced in ISIStrac or similar database systems.
- Excellent written and oral communication skills.
- Ability to communicate courteously and professionally.
- Strong organizational, and interpersonal skills and attention to detail.
- Ability to follow up on tasks and commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines.
- Ability to travel as needed.
- Knowledge of state auditing independent study requirements for public charter schools.
- Teacher, coordinator, or other staff familiar with student file maintenance, auditing, accounting background, or education regulations background.
- Proficiency with computers and quick learner of in-company policies and of student record and attendance systems.

Education and Experience:

- BA/BS Degree preferred.
- California 30-day substitute permit preferred.

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Created on: 04/21/2023
Last Updated: 01/23/2025

Options For Youth

<DRAFT> JOB DESCRIPTION <DRAFT>

Job Title: Credit Enrichment Online Program Project Coordinator **Dept:** Classified

Reports To: Assistant Principal **Work Class:** Contributor **FLSA Status:**

General Summary:

Provides a variety of administrative functions, as well as general project coordinator support, for online programs.

Essential Functions include, but are not limited to the following:

- Assists in day-to-day operations of the Online Program
- Monitors Online Program email accounts
- Creates and maintains all student email accounts; monitors email accounts for bullying, inappropriate language or conduct
- Creates and maintains Vantage logins for teachers and staff
- Creates and maintains Blackboard Collaborate logins for teachers and staff
- Provides basic user training on student email, Vantage and Blackboard accounts
- Deactivates staff accounts from all Online Programs upon employee termination
- Supports online facilitators in resetting quizzes and tests for students
- Generates and updates online facilitator's student load list weekly
- Balances enrollment numbers between online facilitators
- Generates monthly student inactivity report
- Generates student completing and withdrawal data report for all online classes on a weekly basis
- Attends all online program meetings
- Assists in planning and organizing online program meetings and trainings in the region as needed
- Answers support desk phone calls ensuring that all calls are answered quickly in a positive, professional and friendly manner
- Provides the highest level of customer service at all times
- Solves support issues that can be done on the application level
- Ensures that all issues with various applications are accurately diagnosed, created, resolved in a timely manner
- Forwards higher technical issues to Online Program Support Representative and the Education Technology Manager
- Uses tools provided by OP team when the solution is too technical
- Provides administrative duties to department as needed
- Other duties required

Knowledge, Skills and Abilities Required:

- Educational Technology skills/knowledge, as well as ability to learn new tools
- Superior knowledge of OP policies, procedures, and program offerings
- Ability to clearly communicate and present ideas to a group
- Excellent team working skills
- Ability to communicate well with application users
- Excellent Customer Service Skills
- The ability to evaluate customer needs, meeting quality standards of service, and evaluation of customer satisfaction
- Knowledge of Modern office technology, including related software applications; correct english usage, including proper grammar, punctuation, and spelling; strong organizational skills; strong communication skills both oral and written

Education and Experience:

- College degree preferred
- 2+ years of experience working in a technical customer service role

Created on: 04/24/2023
Last Updated: 01/23/2025

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Credit Enrichment Special Education Paraprofessional **Dept:** Instruction

Reports To: Principal **Work Class:** Non-Credentialed **FLSA Status:** Non-Exempt

General Summary:

The job of Paraprofessional (Special Education) was established for the purpose/s of assisting in the supervision and instruction of special needs students under the supervision of a certificated teacher in special education; observing and documenting student progress; implementing plans for instruction; and providing clerical support to teachers. This position will be available to provide direct instruction to students 6 hours a day and additional instruction support as needed.

Essential Functions include, but are not limited to the following:*

- Confers with the IEP team on a regular basis for the purpose of assisting in evaluating special education student progress and/or implementing IEP objectives.
- Implements academic instruction designed by a teacher for individuals or small groups for the purpose of meeting learning goals, as described by an IEP and/or district benchmarks.
- Implements behavioral plans designed by the IEP team for students with behavior disorders or other special conditions for the purpose of assisting in meeting special education students needs and providing a consistent environment.
- Instruct special education students (e.g. math groups, science experiments, reading, behavioral skills, daily living skills, writing, verbal skills, etc.) for the purpose of implementing goals for remediation of student deficiencies and ensuring students success.
- Maintains instructional materials and/or student files/records (e.g. adapting instructional materials, student files, checking papers, attendance, audio visual equipment, set up art/science projects, etc.) for the purpose of ensuring availability of items and/or providing reliable information.
- Monitors special education students for the purpose of providing a safe and positive learning environment.
- Performs record keeping (daily data on instruction and/or behavior) and clerical functions (e.g. correcting papers, copying, instructional materials, etc.) for the purpose of supporting the teacher in providing necessary records/materials.
- Communicates with and works with surrounding school districts to retrieve and provide Special Education documents.
- Investigates and visits alternative Special Education programs to use as a referring resource.
- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
- Additional duties as required

Knowledge, Skills and Abilities Required:

- Ability to connect with students and motivate them in a positive way.
- Ability to communicate with co-workers and business contacts in a courteous and professional manner.
- Strong organizational skills and attention to detail.
- Working knowledge of office equipment, especially the computer.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Ability to exercise reasonable judgment and maintain confidentiality.

Education and Experience:

- High school diploma or the equivalent, and
- Two years of college [48 units], or A.A. Degree [or higher]
- CBEST Preferred

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Last updated: 01/23/2025

Options for Youth

JOB DESCRIPTION

Job Title: Credit Enrichment Special Education Specialist **Dept:** Instruction **FTE:** 1.00

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

The primary responsibility of the Special Education Specialist is to provide instruction and other related services to Special Education students. The Special Education Specialist will also facilitate diagnostic assessment including administration, scoring and interpretation. Will review and revise IEP's as needed. Will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans, and support other academic programs as needed. The Special Education Specialist will work under the leadership of the Program Specialist and the Director of Special Education.

Essential Functions include, but are not limited to the following:*

- Provide instruction to students with special needs and identified learning disabilities in a special education program.
- Tutor individual and small groups of students, reinforcing language and reading concepts.
- Administer and score individual and group tests.
- Schedule IEP meetings, coordinating schedules with parents, general education teacher(s), administrator, and all appropriate special education staff.
- Conduct IEP meetings.
- Communicate and coordinate special needs evaluation and testing with speech teachers, psychologists, and other service providers.
- Communicate with parents regarding individual student progress and conduct.
- Maintain progress records and record progress toward IEP goals.
- Record progress within the independent study program.
- Perform other duties in support of the Special Education Specialist program.
- Support other academic programs offered within the independent study program.

Knowledge, Skills and Abilities Required:

- Special Education Specialist Certificate or ability to obtain Mild/Moderate Certificate.
- Ability to teach students of grades K-12.
- Ability to work with children of all ages.
- Ability to understand, adopt, and support the independent study program, concepts and their philosophies.
- Ability to organize and present ideas effectively in oral and written form.
- Ability to make skillful decisions.
- Ability to work under pressure and meet deadlines.
- Ability to operate a PC computer, word processor, copier, FAX, and other office machines.

Education and Experience:

- BA/BS Degree
- Valid California Teaching Credential in Special Education (Mild/Moderate)

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Options for Youth

JOB DESCRIPTION

Job Title: Credit Enrichment Substitute Teacher **Dept:**

Reports To: Assistant Principal **Work Class:** **FLSA Status:** Non-Exempt

General Summary:

The substitute teacher serves all facets of the blended learning program at our school. This includes:

- Online Program: monitoring student progress and testing, provides academic support.
- Independent Study support: monitor student scheduling and progress, administer tests, provide academic support, grade.
- Small Group Instruction: follows a lesson plan to provide instruction to a classroom of students; helps with administrative duties (grading, copying).
- Center Coordinator: fields phone calls, provides support for current and prospective students and their guardians.

Essential Functions include, but are not limited to the following:*

- **Substitute Teaching**
  - Provide high quality, subject specific instruction and academic support.
  - Accountable for student work product according to academic calendar (Independent Study).
  - Assumes full classroom responsibilities and duties providing direct instruction from lesson plan (SGI).
  - Manage student attendance to ensure academic progress.
  - Contact parents/students.
  - Grade student work including essays and projects.
  - Provide academic feedback to students.
  - Communicate with the teacher of record upon their return.
  - Communicate weekly schedules with supervisors.
- **General Support**
  - Provide instructional teaching support to assist center teaching staff as needed.
  - Communicate with supervisors.
  - Assist with grading.
  - Assist staff with center organization.
  - Support center with additional grading support.
  - Proactively manages personal schedules to support the needs of center(s).

Knowledge, Skills, and Abilities REQUIRED:

- Proficiency with Microsoft Office Software.
- Excellent written & oral communication skills.
- Ability to communicate with co-workers, students/parents, and business contacts in a courteous and professional manner.
- Strong organizational and proofreading skills, with attention to detail.
- Ability to follow up on task commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines, while maintaining courtesy and professionalism.
- Ability to travel as needed.

Knowledge, Skills, and Abilities PREFERRED:

- Degree or Subject-Mastery (CSET) in English, Math and/or Science.
- Ability to make decisions, exercising reasonable independent judgment and discretion with minimal guidance and/or supervision.

Education and Experience:

- Minimum BA degree or equivalent.
- Possession of a California 30-day Substitute permit.
- Current CA teaching credential a plus.

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Created on: 04/21/2023
Last updated: 01/23/2025

Options for Youth

JOB DESCRIPTION

Job Title: Credit Enrichment Teacher **Dept.:** Instruction FTE: 1.00

Reports To: Assistant Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

The Teacher represents the direct instruction portion of the blended program at our school. The Teacher delivers lesson plan-based instruction in a classroom setting to an average caseload of at least 32 students or more, assigned by the administration. Teachers offer instruction in Math, ELA, Science and test prep and are the content experts for their center. This department serves students by providing instruction with excellence, rigor and high expectations for students to achieve college and career readiness. This position is primarily responsible for delivering our educational program to ensure data driven, results based instruction for students in the implementation of the Common Core Standards. Will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Masters instruction using an array of teaching strategies and technologies.
- Utilizes educational technology and media to enhance learning.
- Chats in virtual discussion threads and manages small groups of students to meet individual needs.
- Facilitates collaborative grouping and keeps the learning management system organized and updated.
- Lesson plans a differentiated curriculum to ensure student success.
- Teaches for mastery of the Common Core Standards.
- Uses assessments and data to influence instruction for student success.
- Keeps grade, attendance and retention records.
- Provides targeted interventions for special education students and English Language Learners.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops. Meets with students and parents to discuss student progress and problems.
- Participates in related activities, such as student organizations or committees.
- Assists with State mandated student testing.
- Assists with bi-monthly and year-end audits.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Performs other administrative functions and duties assigned.

Knowledge, Skills and Abilities Required

- Ability to teach and delegate responsibility to students.
- Educational technology, digital teaching, or online teaching and/or learning experience or education preferred.
- Highly-knowledgeable in Single Subject content area.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office and database management
- Must be able to travel as needed.

Education and Experience:

- BA/BS Degree required.
- California Single Subject Teaching Credential and English Language Authorization required
- Single Subject in English, Mathematics, Sciences, or Social Science preferred

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Last updated: 01/23/2025

Options for Youth

JOB DESCRIPTION

Job Title:	**Credit Enrichment Tutor**		**Dept.:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Non-credentialed**	**FLSA Status:**	**Nonexempt**

General Summary:

The Tutor position is responsible for assisting in teaching the necessary concepts to students within the designated subject matter. This position provides direct, non-certificated instructional support 100% of the time.

Essential Functions include, but are not limited to the following:*

- Provides tutoring and instruction to students within a small classroom environment and/or 1 on 1 situation.
- Posts and markets tutoring availability along with a consistent schedule as arranged by your supervisor.
- Creates tracking system which indicates student appointment times, progress, and areas of improvement.
- Communicates with teachers regarding student conduct and performance status.
- Contact students with missed appointments and follows- up with them on their progress.
- Monitors student performance within the areas of class work, attendance and discipline as needed.
- Provides support to teachers as needed.

Knowledge, Skills and Abilities Required:

- Proficient knowledge of designated subjects.
- Ability to communicate effectively, verbally and in writing, with teachers, co-workers, and business contacts in a courteous and professional manner
- Strong organizational skills and attention to detail
- Ability to work as a team player with colleagues and administrators
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision
- Access to daily reliable transportation
- Ability to organize a variety of tasks locally and in different geographic areas
- Ability to handle daily classroom instruction

Knowledge, Skills and Abilities Preferred:

- Proficient computer knowledge and previous experience with Microsoft software
- Ability to share life experiences with students in relation to the class content
- Ability to engage, motivate, support and encourage at-risk students coming from a variety of educational, socio-economic and cultural backgrounds
- Provide an energetic classroom experience and tutoring
- Ability to provide an example of strong self-esteem, confidence and leadership

Education and Experience:

- Minimum high school diploma or equivalent.

Last updated: 01/23/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: CTE Art Teacher **Dept.:** Instruction FTE: 1.00

Reports To: Assistant Principal **Work Class:** Credentialed **FLSA Status:**

General Summary:

Under the direction of the Assistant Principal, the CTE Art Teacher provides instruction to students ensuring that students receive quality instruction, makes educational progress, and reaches their academic goals. The CTE Art Teacher delivers lesson plan-based instruction in a classroom setting to an average caseload of at least 32 students or more, assigned by the administration. This department serves students by providing instruction with excellence, rigor and high expectations for students to achieve college and career readiness. Will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Instructs students in assigned technical/vocational areas and career development skills.
- Maintains students' awareness of industries' employment needs and requirements.
- Instructs students in appropriate job seeking and retention skills.
- Establishes and maintains a well-disciplined and orderly classroom learning environment.
- Establishes and maintains safety policies and procedures for the classrooms and work sites.
- Evaluate students' performance by assessing needs, testing skills and knowledge, and then communicating results to students'.
- Develops and maintains students' training/instructional plans.
- Communicates effectively with counselors, administrators, parents and staff concerning students' progress and program needs.
- Evaluated, selects, develops, and adapts a variety of appropriate instructional material.
- Promotes student and communitywide awareness of the CTE program, and recruits students.
- Guide students in making career-related decisions and instructs students in appropriate entry-level job skills.
- Assists students in obtaining employment.
- Maintains a variety of complete and accurate records for necessary reports.
- Maintains and updates occupational skills, appropriate industry awareness, and community involvement as it relates to successful performance of other required duties as assigned.
- Instructors will also be responsible for record keeping, developing a syllabus, record and maintain attendance records and grades, lesson planning, and instruction, as well as other teaching responsibilities.
- Assist in curriculum development and/or modifications for the course following appropriate CTE standards.
- Perform other duties as assigned and must attend school functions, in-service events, and staff meetings as required.

Knowledge, Skills and Abilities Required

- Instruct students, vocationally train students, and develop a plan for career development in the Art field.
- Establish appropriate learning goals and objectives as well as effective lesson plans.
- Incorporate Common Core Standards and CTE Standards into lesson plans.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Possess excellent interpersonal skills in the areas of collaboration, team participation, conflict resolution, group planning, and decision-making processes.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a professional manner.
- Working knowledge of MS Office, Google Suite, and database management.
- Must be located within a 3-hour commute of the workplace and must be able to travel as needed.

Education and Experience:

- Possession of California Designated Subjects Career Technical Education teaching credential in the occupation and/or industry sector, including appropriate certification to teach English learners.
- Bachelor's degree preferred.
- Teaching experience preferred.

JOB DESCRIPTION

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: CTE Teacher **Dept.:** Instruction FTE: 1.00

Reports To: Assistant Principal **Work Class:** Credentialed **FLSA Status:**

General Summary:

Under the direction of the Assistant Principal, the CTE Teacher provides instruction to students ensuring that students receive quality instruction, makes educational progress, and reaches their academic goals. The CTE Teacher delivers lesson plan-based instruction in a classroom setting to an average caseload of at least 32 students or more, assigned by the administration. This department serves students by providing instruction with excellence, rigor and high expectations for students to achieve college and career readiness. Will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Instructs students in assigned technical/vocational areas and career development skills.
- Maintains students' awareness of industries' employment needs and requirements.
- Instructs students in appropriate job seeking and retention skills.
- Establishes and maintains a well-disciplined and orderly classroom learning environment.
- Establishes and maintains safety policies and procedures for the classrooms and work sites.
- Evaluate students' performance by assessing needs, testing skills and knowledge, and then communicating results to students'.
- Develops and maintains students' training/instructional plans.
- Communicates effectively with counselors, administrators, parents and staff concerning students' progress and program needs.
- Evaluated, selects, develops, and adapts a variety of appropriate instructional material.
- Promotes student and communitywide awareness of the CTE program, and recruits students.
- Guide students in making career-related decisions and instructs students in appropriate entry-level job skills.
- Assists students in obtaining employment.
- Maintains a variety of complete and accurate records for necessary reports.
- Maintains and updates occupational skills, appropriate industry awareness, and community involvement as it relates to successful performance of other required duties as assigned.
- Instructors will also be responsible for record keeping, developing a syllabus, record and maintain attendance records and grades, lesson planning, and instruction, as well as other teaching responsibilities.
- Assist in curriculum development and/or modifications for the course following appropriate CTE standards.
- Perform other duties as assigned and must attend school functions, in-service events, and staff meetings as required.

Knowledge, Skills and Abilities Required

- Instruct students, vocationally train students, and develop a plan for career development in the designated field.
- Establish appropriate learning goals and objectives as well as effective lesson plans.
- Incorporate Common Core Standards and CTE Standards into lesson plans.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Possess excellent interpersonal skills in the areas of collaboration, team participation, conflict resolution, group planning, and decision-making processes.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a professional manner.
- Working knowledge of MS Office, Google Suite, and database management.
- Must be located within a 3-hour commute of the workplace and must be able to travel as needed.

Education and Experience:

- Valid California Designated Subjects Career Technical Education Teaching Credential in the occupation and/or industry sector, including appropriate certification to teach English learners is required.
- Bachelor's degree preferred.
- Teaching experience preferred.

Created on: 03/24/2026
Last updated: 03/24/2026

JOB DESCRIPTION

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Created on: 03/24/2026
Last updated: 03/24/2026

OPTIONS FOR YOUTH & OPPORTUNITIES FOR LEARNING

JOB DESCRIPTION

Job Title:	**Dean of Schools**		**Dept:**	**OFY**	
Reports To:	**Assistant Superintendent of Business Operations**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Dean of Schools is responsible for overseeing compliance with educational laws and policies, including state and federal regulations, while managing special projects such as credit enrichment programs and sports activities. This role also supports emergency preparedness by assisting with emergency drills, ensuring safety protocols are effectively implemented, and managing incident reports. The Dean fosters positive relationships with educational staff, administrators, and the school community to create a compliant, high-performing educational environment.

Essential Functions include, but are not limited to the following:

- Ensure compliance with Education Code, district policies, and federal/state regulations.
- Oversee the management and resolution of incident reports to ensure safety and accountability.
- Coordinate and manage special projects related to the credit enrichment program, ensuring smooth operations and alignment with academic goals.
- Support the organization and implementation of the school's sports program, aligning activities with the broader educational mission.
- Act as a liaison between administrative and instructional staff to drive academic progress, safety initiatives, and student well-being.
- Train and coach staff on best practices for compliance, safety protocols, and program management.
- Collaborate with the instructional leadership team to ensure continuous improvement in educational programming and student outcomes.
- Lead professional development activities related to compliance, educational best practices, and school operations.
- Assist in the planning and execution of emergency drills, ensuring that staff and students are prepared for potential safety incidents.
- Perform other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Previous experience as a school administrator, preferably with compliance and program management focus.
- Teaching experience and an active teaching credential.
- Familiarity with independent study programs and ability to oversee non-traditional educational programs.
- Experience in organizing credit enrichment programs or extracurricular activities, such as sports and TItle IX.
- Knowledge of educational programs and instructional methodologies.
- Experience with incident management, safety protocols, and emergency preparedness in a school environment.

Education and Experience:

- Admin credential required.
- Experience in school administration and supervision.

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Created on: 11/22/2024
Last updated: 1/28/2025

Options for Youth & Opportunities For Learning

JOB DESCRIPTION

Job Title:	**Director of Online Programs**			**Dept:**	**OFY/OFL**
Reports To:	**Assistant Superintendent of Instructions**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Director of Online Programs will oversee the design, implementation, and management of the online education programs at Options for Youth and Opportunities for Learning. This role involves supervising the online teaching staff, ensuring academic rigor, providing support to students and families, and aligning the online curriculum with the charter school's mission and state standards. The Director will lead a dynamic and growing online learning environment that empowers students to succeed academically while fostering a positive, engaging, and inclusive virtual learning experience.

Essential Functions include, but are not limited to the following:

- Lead the vision, strategy, and operational management of the online learning program, ensuring alignment with the school's academic goals and charter.
- Oversee the implementation of online courses, ensuring they meet the academic standards and adhere to state regulations.
- Monitor and improve student performance, engagement, and satisfaction through data-driven decision-making.
- Supervise, mentor, and evaluate a team of online instructors and support staff, providing professional development opportunities.
- Foster a collaborative, growth-oriented environment for staff, encouraging innovation in teaching practices and online education.
- Oversee student enrollment, ensuring a smooth process for families in navigating the online program.
- Provide ongoing support to students, families, and staff to ensure success in the online learning environment.
- Monitor student progress, academic outcomes, and engagement, intervening as necessary to ensure students are on track for success.
- Stay current with emerging trends and technologies in online education, incorporating best practices into the program.
- Prepare reports for school leadership, stakeholders, and governing bodies as needed.
- Work closely with other school leaders and support staff to ensure integrated services across the school.
- Regularly communicate with families and the broader school community about updates, events, and initiatives related to online programs.
- Plan, coordinate, and oversee the credit enrichment virtual program, ensuring it meets academic standards and addresses students' learning needs.
- Represent the school at meetings, conferences, and other events related to virtual education.

Knowledge, Skills and Abilities Required:

- Strong leadership and team-building skills, with the ability to motivate and inspire diverse teams.
- Expertise in online learning platforms, digital tools, and educational technologies.
- Excellent communication skills, both written and verbal, with the ability to engage stakeholders at all levels.
- Ability to analyze data and make decisions to improve student achievement and program effectiveness.
- A deep commitment to fostering an inclusive, equitable, and accessible online learning environment for all students

Education and Experience:

- Admin credential required.
- Experience in school administration and supervision.

Created on: 11/22/2024
Last updated: 1/28/2025

JOB DESCRIPTION

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Created on: 11/22/2024
Last updated: 1/28/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Director of Schools**		**Dept:**	**Instruction**	
Reports To:	**Assistant Superintendent of Instruction**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Director of Schools directly supervises the charter's Principals and reports directly to the Assistant Superintendent of Instruction. This position oversees the day-to-day operation of the charter school. Additionally, this position is responsible for budget development for each charter school and the school meeting the enrollment targets for each school.

Essential Functions include, but are not limited to the following:*

- Establishes and maintains positive relationships with vendors, teachers, education staff, district personnel, and community-based organizations.
- Analyze and disaggregate data from student enrollment trends and reports data to the board.
- Project and manage annual revenue for the charter schools.
- Initiates, schedules, and performs in-service training for new educational programs and instructional materials and compliance.
- Creates and Implements school policy as required by educational code and authorizers.
- Manages relationships with outside vendors in conjunction and as directed by the Board.
- Works with the state to attain W.A.S.C. Accreditation and monitors progress of action plans regularly.
- Supervises school communication with parents, district and county offices. Serves as the primary contact for all district relations.
- Serves on the Instructional Leadership Team to drive improvement and progress of the educational programs.
- Ensures all schools are implementing and receiving the same opportunities in regards to programs for students and staff.
- Monitors and supports Principals and their assigned areas to ensure centers and programs are being maximized.
- Creatively seeks ways to increase charter revenue and control expenses.
- Works with outside vendors in school business and back office service providers.
- Performs other administrative functions and duties as assigned.
- Responsible for facilities, manages personnel budgets, and new site locations and build outs.

Knowledge, Skills and Abilities Required:

- Ability to train, direct and delegate responsibility to staff.
- Ability to analyze and present data to drive instruction and progress of academic program.
- Ability to cooperatively collaborate with other departments or administrative staff in a timely, responsive manner to meet business needs and reach company goals.
- Ability to independently take initiative and work efficiently, exercising reasonable judgment in a fast-paced, multitasked environment with little or no supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining diplomacy, courtesy, professionalism and a customer service attitude.
- Strong organizational skills and attention to detail.
- Excellent oral and communication skills.
- Working knowledge of MS Office, Google Suite, and database management.
- Excellent managerial, leadership, and team building skills.
- Strong understanding of business analytics, budget analysis, and school growth.

Knowledge, Skills, and Abilities <u>Preferred</u>:

- Strong Leadership skills. Must be able to bring people together, grow teams, and meet strategic objectives.
- Teaching experience and California Teaching Credential.
- Excellent knowledge of educational programs.

Created on:
Last Updated:

- Knowledge in CDE, State, and Federal regulations.
- Experience with an independent study program.

Education and Experience:

- Ed.D in Education or MBA preferred
- Administrative credential required.
- At least 5 years experience in school administration. Superintendent experience in a small district preferred.
- Excellent academic focus.
- Creativity and innovation necessary.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Director of Special Education**		**Dept:**	**Instruction FTE: 0.1**	
Reports To:	**Superintendent**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The prime directive of this position is Special Education compliance and to accomplish the goals of the Options for Youth Leadership Team. This position manages the actions of the OFL/OFY Special Ed department and works to ensure all area's compliance with Special Education. This position will be located at the corporate office and will provide support to both field and corporate staff.

Essential Functions include, but are not limited to the following:*

- Serve as a liaison between OFL/OFY leadership and SELPAs.
- Coach SES Leads and provide oversight and consultation to SPED field staff.
- Prepare and submit SELPA applications; attend SELPA orientation meetings.
- Collaborate with charter development teams to draft special education sections for charter applications.
- Address and resolve parent complaints related to special education.
- Review, sign, and approve SELPA paperwork, including submission of annual CDE reports.
- Support LEAD SES teachers by reviewing IEPs for compliance and monitoring overall compliance.
- Attend and represent the organization in due process mediations and hearings.
- Provide input from a special education perspective when working with the executive team.
- Stay informed on changes in special education laws and CDE requirements.
- Consult with legal counsel as necessary for high-profile cases.
- Collaborate with other Directors to ensure overall compliance of special education programs and staff.
- Plan, organize, and direct special education programs effectively.
- Interpret relevant laws and the Educational Code for staff and leadership.
- Oversee special education programs or projects and perform related duties as assigned.
- Train and support staff (e.g., resource specialists, service providers) in the planning and implementation of IEPs for students with disabilities.
- Coordinate and provide access to curricular resources for personnel in need.
- Assess program effectiveness to drive improvements in assigned areas.
- Participate in assessment teams and IEP meetings with students and parents as required.
- Review psycho-educational reports for accuracy and relevance.
- Deliver training to general education staff to enhance their understanding of special education needs.
- Maintain up-to-date knowledge of journal articles and case law to share with staff.

Knowledge, Skills and Abilities Required:

- Plan, implement, and evaluate programs.
- Communicate effectively in both oral and written form.
- Effectively transmit knowledge and skills to others.
- Plan, develop and conduct meetings and training programs.
- Develop measurable goals and objectives, set priorities, monitor expenditures.
- Ability to travel to multiple locations in a day.
- Maintain positive working relationships with corporate staff, teachers, parents, students and others.
- Make presentations to various audiences.
- Deal with challenges inherent in working with multiple school districts.
- Significant physical abilities include reaching, handling, talking, hearing conversations and other sounds, visual acuity/depth perception.

Knowledge, Skills and Abilities Preferred:

- Five years of successful Special Education experience preferred.
- Master's Degree with emphasis on Specialized Training in Special Education curriculum and instruction preferred.

Education and Experience:

- Valid Special Education Credential or
- Valid California Pupil Personnel Credential.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Director of Student Records and Compliance **Dept:**

Reports To: Assistant Superintendent of Business Operations **Work Class:** Non-Credentialed **FLSA Status:** Exempt

General Summary:

The Director of Student Records and Compliance will lead the development and implementation of processes to ensure the accuracy, integrity, and compliance of student records and reporting systems across all schools. This role will oversee compliance with local, state, and federal regulations while fostering a culture of accountability and excellence in records management. The ideal candidate is both a hands-on problem solver and a strategic leader with a passion for operational efficiency, student-centered solutions, and regulatory compliance.

Essential Functions include, but are not limited to the following:

- Records Management:
  - Develop and implement policies, procedures, and systems for managing student records with accuracy, security, and compliance..
  - Ensure timely and accurate submission of student data for attendance, enrollment, grading, and transcripts.
  - Oversee the maintenance.
- Compliance Oversight:
  - Stay current with changes in local, state, and federal laws and ensure school operations align with regulatory requirements.
  - Lead audits and reporting processes, including CALPADS, CBEDS, and other compliance submissions.
  - Serve as the primary liaison with state and district officials regarding compliance matters.
- Process Optimization:
  - Establish and maintain standard operating procedures for student records and reporting processes across all school sites.
  - Implement technology solutions to enhance efficiency and data accuracy in records management.
  - Monitor and analyze compliance metrics to identify areas for improvement and drive continuous improvement initiatives.
- Team Leadership and Development:
  - Lead, mentor, and develop a team of records coordinators, ensuring consistent practices and excellent service delivery across all schools.
  - Provide training to school staff on compliance requirements, data management systems, and records retention policies.
- Collaboration and Communication:
  - Work closely with school leaders, administrators, and instructional staff to ensure alignment on data reporting and compliance priorities.
  - Maintain transparent and proactive communication with stakeholders about compliance policies, timelines, and expectations.
  - Develop and oversee a communication strategy to promote awareness and understanding of compliance responsibilities across the organization.

Knowledge, Skills and Abilities Required:

- Knowledge of student records management, compliance requirements, and education regulations (e.g., FERPA, state attendance laws).
- Strong understanding of California school data reporting systems, including CALPADS and CBEDS.
- Demonstrated experience in developing and implementing operational processes and systems for large-scale organizations.
- Excellent organizational skills with a detail-oriented mindset and ability to manage multiple priorities.
- Strong leadership skills with a proven ability to build, mentor, and manage high-performing teams.
- Outstanding communication and interpersonal skills, with a collaborative approach to problem-solving and decision-making.

Created on: 11/22/2024
Last updated: 7/15/2025

- Commitment to promoting equity and inclusion in school operations.

Minimum Qualifications:

- Bachelor's degree in education, public administration, or a related field (or equivalent experience).
- 5+ years of experience in student records management, compliance, or related areas within the education sector.
- Proficiency in student information systems and compliance reporting platforms.

Preferred Qualifications:

- Master's degree in education administration or a related field.
- Experience working in charter schools or with independent study programs.
- Knowledge of data privacy regulations and best practices for student records security.
- Certification in data management, school compliance, or related fields.

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Options for Youth

JOB DESCRIPTION

Job Title:	**Education Partner Liaison (Title I)**		**Dept.:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Classified**	**FLSA Status:**	**Non-Exempt**

General Summary:

The primary role of the Education Partner Liaison is to actively involve the school's students, parents, guardians, families, community, and student support agencies with the goal of enhancing student attendance, retention, and academic progression. This role involves working with all students, with particular emphasis on those who are at a higher risk of falling behind their peers, especially students in foster care or experiencing homelessness. The Education Partner Liaison's efforts are aimed towards providing necessary support to ensure the success of all students, regardless of their circumstances. The Education Partner Liaison is a supplemental position supported by Title 1 funding, a funding derived from federal sources; therefore, the continuation of employment is contingent upon the availability of federal funds.

Essential Functions include, but are not limited to the following:

- Serves as a liaison between assigned schools and such agencies as social services, court services, and the police department regarding student truancy.
- Makes referrals to case management services, including individual counseling and other professional staff members or community agencies, as needed; follows up by monitoring student attendance and progress.
- Collects and reviews attendance data to identify truant students.
- Conducts home visits when students become disengaged or exhibit truancy patterns.
- Tracks and updates address changes for students.
- Tracks and monitors the progress of students in foster care and students experiencing homelessness.
- Tracks and monitors the progress of students who have a probation officer.
- Collaborates with school staff to develop intervention plans for truant students and recommends SEL-focused activities and appropriate actions that align with the intervention plan.
- Assists with implementing truancy prevention programs for assigned schools and recommends strategies to support and improve regular school attendance (i.e., incentives, peer groups, recognitions).
- Works with community resource providers, Post-secondary Counselors, and Career Pathway Coordinators and Aides to assist students with obtaining work experience and exploring post-secondary options.
- Helps coordinate enrollment and recruitment of students from neighborhood schools.
- Support school site events to increase student engagement and connection, as well as foster a positive school environment and culture.
- Carries out additional academic and administrative functions and responsibilities as assigned and applicable. (e.g, tutoring).

Knowledge, Skills and Abilities Required:

- Excellent verbal and written communication skills.
- Provide consultative assistance to school staff.
- Coordinate with law enforcement and other support agencies.
- Develop innovative strategies to curtail truancy.
- React calmly and quickly in an emergency.
- Observe situations analytically and make recommendations.
- Ability to travel to various school sites.
- Research and compile resources for students and education partners.

Education and Experience:

- High School Diploma required.
- BS/BA degree preferred.
- Valid 30-Day Permit preferred.
- One or more years of company experience.

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Created on: February 2022
Last updated: 07/02/2025

Options for Youth

JOB DESCRIPTION

Job Title:	**Education Partner Liaison**		**Dept:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Classified**	**FLSA Status:**	**Non-Exempt**

General Summary:

The primary responsibility of the Educational Partner Liaison is to engage the school's students, parents, guardians, families, community, and student support agencies to improve student attendance, retention, and progression. The person in this position will work with all students, with a targeted focus on students most at risk of falling behind their peers, especially those in foster care and experiencing homelessness.

Essential Functions include, but are not limited to the following:

- Gathers and reviews attendance data to identify truant students.
- Tracks and monitors the progress of students in foster care and students experiencing homelessness.
- Tracks and monitors the progress of students who have a probation officer.
- Makes home visits in response to loss of engagement and truancy.
- Collaborates with school staff to develop intervention plans for students who are truant and carries out applicable actions in alignment with the intervention plan.
- Makes referrals to case management services, including individual counseling and other professional staff members or community agencies, as needed; follows up by monitoring student attendance and progress.
- Tracks and updates address changes for students.
- Serves as a liaison between assigned schools and such agencies as social services, court services, and the police department regarding student truancy.
- Assists with implementing truancy prevention programs for assigned schools and recommends strategies to support and improve regular school attendance (i.e., incentives, peer groups, recognitions).
- Works with community resource providers, Postsecondary Counselors, and/or Career Path Coordinators to assist students with obtaining work experience.
- Helps coordinate enrollment and recruitment of students from neighborhood schools.

Knowledge, Skills and Abilities Required:

- Excellent verbal and written communication skills.
- Provide consultative assistance to school staff.
- Coordinate with law enforcement and other support agencies.
- Develop innovative strategies to curtail truancy.
- React calmly and quickly in an emergency.
- Observe situations analytically and make recommendations.
- Ability to travel to various school sites.
- Research and compile resources for students and education partners.

Education and Experience:

- High School Diploma required.
- BS/BA degree preferred.
- Valid 30-Day Permit preferred.
- One or more years of company experience.

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Created on: 02/25/2022
Last updated: 07/02/2025

Created on: 02/25/2022
Last updated: 07/02/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**English Intervention Specialist**		**Dept.:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The English Intervention Specialist is a qualified English teacher who works specifically with students who require strategic and intensive intervention. The focus of the intervention specialist is to develop a student-centered system of support that effectively works to close the achievement gap in English. The goal of the intervention specialist is to ensure that the students are able to master grade-level standards and curriculum by providing targeted instruction to students who have not met English proficiency standards. This position may involve supporting Small Group Instruction classes and/or managing a student caseload.

Essential Functions include, but are not limited to the following:*

- Instructs students in English Language Arts within a small classroom environment and/or a one-on-one setting.
- Works collaboratively with instructional staff to effectively analyze data to design and implement intervention programs.
- Be available to provide direct instruction to students in the facilitation of a cohort course or piloting of new courses.
- Uses technology for instructional planning, i.e., creating reports and using data to plan lessons.
- Continuously monitor the progress of students receiving intervention services to adjust instructional practice and student grouping.
- Provides support for all levels of English, including additional support to EL students using all available intervention programs.
- Maintains the tracking system that indicates student appointment times, progress, and areas of improvement.
- Communicates regularly with all instructional staff, school leadership, and parent(s)/guardian(s) regarding student attendance and progress.
- Compiles and creates additional academic resources/step-by-step solution manuals for the center.
- Keeps the work area neat and clean.
- Meets with students regularly to discuss areas of development.
- Provides additional support with essays/projects in all subject areas.
- Utilizes research-based techniques to support student vocabulary development, decoding, fluency, and reading comprehension, tailored to students' assessed needs.

Knowledge, Skills and Abilities Required:

- Demonstrates knowledge of English instruction specifically related to middle school and high school students.
- Ability to communicate effectively, both verbally and in writing, with teachers, co-workers, and family members courteously and professionally.
- Strong organizational skills and attention to detail.
- Ability to work as a team player with colleagues and administrators.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to organize a variety of tasks locally and in different geographic areas.
- Ability to handle daily classroom instruction.
- Ability to travel to multiple centers, as needed.

Knowledge, Skills and Abilities Preferred:

- Working knowledge of Microsoft Office and Google Workspace.
- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support, and encourage at-risk students coming from a variety of educational, socio-economic, and cultural backgrounds.
- Provide an energetic classroom/tutoring experience.
- Ability to provide an example of strong self-esteem, confidence, and leadership.

Education and Experience:

- BA/BS Degree.
- California 30-day Substitute Credential required.

JOB DESCRIPTION

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**English Language Development Teacher (ELD Teacher)**	**Dept.:**	**Instruction FTE: 1.00**		
Reports To:	**Assistant Principal or Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The English Language Development Teacher (ELD Teacher) supports and implements the English Language Development program to ensure English Language Learners meet proficiency goals for the state, as well as ensuring that charter and academic goals outlined in LCAP are met. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Instructs English Learners and Standard English Learners with English Language Development support in the areas of reading, writing, speaking, and listening, using various teaching methods, audiovisual aids, and other materials.
- Manages a caseload of targeted students (approximately 30-35) and provides weekly interventions and instruction, as well as assessing and reporting back to the regional leadership team the academic progress of each student on the caseload.
- Prepares an outline for the course of study, following curriculum guidelines or requirements of the state and school.
- Administers initial ELPAC assessment within 30 days of enrollment to make Individualized Learning Plans for English Learners that move them effectively and efficiently to proficiency in English.
- Administers English Language Proficiency Assessments for California (ELPAC) to evaluate pupil progress and records results.
- Provides pull-out and additional support to Long Term English Learners (LTELs) in SGI classes for English Language development.
- Facilitates professional learning communities to support the work of teachers by providing them with theoretically grounded pedagogy and interventions for English Language Learners.
- Tracks EL enrollment and student progress monthly and creates action plans based on needs at their center.
- Identifies students who need to be tested and follows up on appropriate assessment and classification for each student.
- Develops an individualized academic plan for each EL student in their center.
- Demonstrate an understanding of LCAP goals, metrics, and actions related to ELs and LTELs and use them to inform their instructional practices while working with students.
- Performs other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Experience working with second-language learners and in second-language acquisition.
- Proven ability to prepare and implement curriculum effectively.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Capable of working effectively under pressure and demonstrating strong problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Excellent interpersonal skills.
- Exceptional oral and written communication abilities
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office, Google Workspace, and database management.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Education and Experience:

- BA/BS Degree required.
- California Single Subject Teaching Credential and English Language Authorization required.
- Single Subject English Credential preferred.
- Bilingual in English/Spanish is a plus.

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Last updated: 06/17/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**English Language Learner Coach**		**Dept:**	**Instruction FTE: 0.2**	
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The prime directive of this position is to accomplish the goals of the Instructional Leadership Team, which includes: 9 or 10 similar schools ranking; ELPI on CA Dashboard; and all students performing proficiently on CSTs, and bringing our model to other regions and charters. This position is also responsible for assisting with work on WASC reports, charter applications, and presentations regarding the curriculum and instruction of our model. This position will be available to provide direct instruction to students for 2 hours a day.

Essential Functions include, but are not limited to the following:

Developing Curriculum for English Learners

- Develops independent study and small group curriculum and lesson plans that incorporate strategies beneficial to this unique student population, including but not limited to SDAIE strategies and speaking, listening, reading, and writing strategies in English.
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for the students.
- Provides training for staff on the implementation of strategies and the new curriculum, including modeling lessons and strategies.

Assessment and Instructional Support of English Learners

- Works with the Assessment team to ensure appropriate ELPAC testing of all English Learners.
- Supports school leaders and teachers in utilizing assessment results (ELPAC and other assessments) to make Academic Learning Plans for each English Learner that move them effectively and efficiently to proficiency in English.
- Coordinates communication between school leadership teams, assessment team, and field regarding assessment strategies, analysis of results, and instructional support of English Learners.
- Identifies and monitors students eligible for reclassification.
- Trains and supports all stakeholders in the reclassification of English Learners.
- Monitors RFEP students as required by federal guidelines and CA Education Code.
- Monitors and impacts data related to the English Learner population, including but not limited to SDAIE course assignments and all other compliance for English Learners.
- Serves as liaison to chartering districts and other educational partners about the progress of ELs.

Training on Instructional Strategies for English Learners

- Provides feedback to developers of common-core aligned curriculum.
- Prepares and provides professional development to staff and leadership about SDAIE strategies, designated ELD instruction, new curriculum, and other topics related to the English Learner population.

Other Duties

- Participates in various community groups or functions, professional meetings, leadership development, and teacher training workshops.
- Tracks and monitors charter's LCAP goals, metrics, and actions as they relate to English Learners.
- Collaborates with other ELL Coaches to plan, recruit parents, and present content at charter-wide DELAC meetings.
- Performs other administrative functions and duties assigned.

Knowledge, Skills and Abilities Required:

- Knowledge of English Language Development and SDAIE.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Excellent presentation skills and ability to respond accurately and articulately to questions posed about our program and its curriculum.
- Ability to synergize with field and school leadership teams to implement the educational program.

- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal skills.
- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of Microsoft and Google Suite software.
- Ability to travel as needed.

Education and Experience:

- Current CLAD/BCLAD California teaching credential.
- English Language Development Specialist or similar experience.
- Proficiency in Spanish preferred.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Enrollment Outreach Specialist**		**Dept:**	**Instruction**	
Reports To:	**Principal/ Manager of Enrollment and Outreach**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

Under the supervision of the Principal, the Enrollment Outreach Specialist focuses on increasing the school's visibility and enrollment through external community engagement, marketing, and event participation. This role is responsible for developing relationships with community partners, hosting events, and executing outreach strategies that align with the school's mission.

Essential Functions include, but are not limited to the following:

- Develop and implement outreach strategies to engage underserved populations and foster trust within the community.
- Represent the school at community events, fairs, and public gatherings to promote its programs.
- Build partnerships with community organizations, businesses, and other schools to generate leads and inquiries for enrollment.
- Host information sessions to inform prospective students and families about the school's offerings.
- Monitor the effectiveness of outreach efforts and adjust strategies as needed to maximize impact.
- Maintain knowledge of the school's mission and programs, effectively communicating their value to the community.
- Travel to attend and participate in recruitment events, maintaining flexibility for evening and weekend commitments.
- Collaborate with school leadership to identify barriers to enrollment and recommend solutions.
- Stay informed about trends and changes in education and recruitment strategies

Knowledge, Skills and Abilities Preferred:

- Strong interpersonal skills for relationship building with community partners.
- Public speaking and presentation skills to represent the school at events.
- Organizational and time management skills to coordinate multiple outreach efforts.
- High energy, attention to detail, and ability to work independently.
- Bilingual skills preferred.

Education and Experience:

- Minimum 1 year of experience in community outreach, marketing, or related fields
- Bachelor's degree preferred.

Created on: 11/13/2024
Last updated: 12/10/2024

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Enrollment Specialist**			**Dept.:**	**Instruction**
Reports To:	**Principal/ Manager of Enrollment and Outreach**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

Under the supervision of the Principal, the Enrollment Specialist plays a key role in supporting enrollment retention efforts by maintaining communication with current students, families, and those who have dropped out. This role ensures students' and families' needs are addressed, encouraging continued engagement with the school.

Essential Functions include, but are not limited to the following:

- Respond promptly to inquiries from prospective and current students and families.
- Conduct outbound calls to follow up with students who have left the program, identifying ways to re-engage them.
- Provide one-on-one counseling to students and parents to guide them through the inquiry, registration, and enrollment processes.
- Serve as the primary contact for families during enrollment, ensuring their questions are answered and concerns addressed.
- Manage the enrollment process by ensuring paperwork is complete and accurate.
- Maintain consistent communication with families to support retention and build trust.
- Analyze enrollment and retention data to recommend strategies for improvement.
- Accurately input student information into the CRM system and monitor enrollment progress.
- Work with leadership and the center coordinator team to address barriers to student retention.

Knowledge, Skills and Abilities Preferred:

- Strong communication and counseling skills for engaging with families and students.
- Dependable and results-oriented approach to meeting enrollment and retention goals.
- Analytical skills to assess data and recommend strategic improvements.
- Organizational skills to manage multiple tasks and maintain accuracy.
- Bilingual skills preferred.

Education and Experience:

- Minimum 1 year of customer service, telemarketing, or sales experience (enrollment experience preferred).
- Knowledge of Microsoft Office Suite, databases, and Google Suite.
- Bachelor's degree preferred.

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Created on: 12/10/2024
Last updated: 12/10/2024

Options for Youth

JOB DESCRIPTION

Job Title:	**Family Liaison**			**Dept:**	**Instruction**
Reports To:	**Assistant Principal**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The primary responsibility of the Family Liaison is to act as a mentor, counselor, truancy officer, student advocate, and community organizer to students. The Family Liaison will serve as a liaison between home, school, and community agencies to promote and enhance student attendance and retention.

Essential Functions include, but are not limited to the following:*

- Gathers and reviews attendance data to identify excessively truant students.
- Assesses students with attendance problems and makes home visits to assess the family environment.
- Collaborates with school staff to develop interventions for students who are truant and develops individualized service plans to improve attendance.
- Implements case management services (including individual counseling); monitors student/family progress; and makes referrals to other professional staff members or community agencies as needed.
- Monitors and updates address changes for students.
- Serves as a liaison between assigned schools and such agencies as social services, court services, and the police department regarding student truancy.
- Assists with implementing truancy prevention programs for assigned schools and recommends strategies to support and improve regular school attendance (i.e., incentives, peer groups, recognitions).
- Works with the community to help students with job placement and internships.
- Helps coordinate enrollment and recruitment of students from neighborhood schools.

Knowledge, Skills and Abilities Required:

- Excellent verbal and written communication skills.
- Provide consultative assistance to school staff.
- Coordinate with law enforcement and other support agencies
- Develop innovative strategies to curtail truancy.
- React calmly and quickly in emergencies.
- Observe situations analytically and make recommendations.
- Ability to travel to various sites.

Education and Experience:

- High School Diploma required.
- BS/BA degree preferred.
- Valid 30-Day Permit preferred.
- One or more years of company experience.

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Last updated: 07/02/2025

JOB DESCRIPTION

Job Title:	**Instructional Coach**			**Dept:**	**Professional Development**
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

Primary responsibility of the Instructional Coach for Program is to provide support for center staff, develop/maintain new and existing training modules, and conduct various training sessions. This position provides direct instructional certificated support 100% of the time. This position is primarily responsible for delivering professional development to all staff to ensure data driven results-based instruction for students in the implementation of standards-aligned curriculum.

Essential Functions include, but are not limited to the following:*

- Be available to provide direct instruction to students through modeling, co-teaching, facilitating a cohort course, and piloting of new courses.
- Utilize training modules to integrate all new center-level staff into the school.
- Collaborate with the software development vendor to facilitate the roll-out of new software.
- Actively supports the work of center-level staff by maintaining accessible resources and best practices information.
- Provide time management, instructional strategies, and organizational support to new teachers.
- Contribute to the ongoing development and implementation of training on independent study instruction and/or strategies to support current educational pedagogy.
- Serve as a coach to aid in the movement of teachers from Novice to Developing by:
    - Maintaining and ensuring delivery of training modules.
    - Facilitating the development and implementation of Professional Learning Plans for all Novice instructional staff.
    - Ensuring full integration into the PLC culture.
    - Utilizing the Novice to Master teacher metric.
- Facilitate the consistent usage of benchmark assessments.
- Facilitate the implementation of new software programs to full integration.
- Maintain an understanding of the essential functions and duties of all center staff.
    - Use of this understanding to develop all necessary training and support materials.
- Aid in the pursuit of academic consistency across schools including effective lesson planning, instruction, assessment, and feedback for students.
- Assist Principals staff development needs including but not limited to assessment, research, writing, presenting, and training.
- Attend regional in-services in order to provide professional development opportunities and stay current on regional goals and initiatives.
- Ensure annual Key Performance Indicators are met by consistently monitoring school-wide progress toward goals through data analysis.
- Implement a consistent training schedule and program for all center-level staff.
- Present various training modules to appropriate teaching staff as needed.
- Research and pursue external knowledge and practice in an effort to bolster innovative professional development offerings for all staff.
- Utilize training evaluation metrics to analyze effectiveness of delivered professional developments.
- Facilitate the administration of assessments to evaluate student progress, skill growth, and mastery learning to ensure data-driven instruction.
- Assist with state mandated student testing as needed.
- Perform other functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Superior knowledge of Company policies, procedures, and program offerings, including use of curriculum, MS Office, database management, and Company proprietary software.
- Ability to clearly communicate and present ideas to a group.
- Ability to teach and delegate responsibility to students.

- Ability to train and support teachers.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal skills.
  Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.

Education and Experience:

- BA/BS Degree
- California single or multiple subject teaching credential
- A minimum of 12 months of company teaching experience

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JOB DESCRIPTION

Job Title:	**Instructional Coach - Program**		**Dept:**	**OFY**	
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Instructional Coach for Instruction will serve as a content-specific instructional resource for teachers. They will be responsible for contributing to curriculum development, providing ongoing training and professional development for teachers, conducting professional development meetings, and assessing staff needs based on data. This position involves providing direct certificated instruction and instructional support 100% of the time. Additionally, the role is primarily responsible for delivering our educational program to ensure data-driven, results-based instruction for students in the implementation of standards-aligned curriculum.

Essential Functions include, but are not limited to the following:*

- Be available to provide direct instruction to students through modeling, co-teaching, facilitating a cohort course, and piloting new courses.
- Contribute to the ongoing development and implementation of training on content-specific instruction and/or strategies to support current educational pedagogy.
- Contribute to the development of curriculum for use in direct instruction. Serve as a coach to aid in the movement of teachers from Developing to Master by:
    - Facilitating the development and implementation of Professional Learning Plans with each member of the instructional staff.
    - Implementing strategies to promote content-specific pedagogy.
    - Implementing current research-based instructional practices.
    - Providing opportunities for teachers to share their knowledge and expertise with their colleagues through activities such as PLCs, centerwide meetings, regional in-services, etc.
    - Utilizing the Novice to Master teacher metric.
- Support consistent academic practices across schools, focusing on effective lesson planning, instruction, assessment, and student feedback.
- Utilize MasteryConnect data to measure the impact of instruction on student achievement.
- Facilitate the usage of advanced features of integrated software programs.
- Supports the Principal and Assistant Principal in staff development by assisting with assessment, research, writing, presentations, and training.
- Work with the leadership team to identify instructional needs.
- Attend regional in-services to provide professional development opportunities and stay current on regional goals and initiatives.
- Ensure annual Key Performance Indicators are met by consistently monitoring school-wide progress toward goals through data analysis.
- Monitor instructional LCAP Goals, Metrics, and Actions.
- Implement a consistent training schedule and program for all instructional staff.
- Maintain content-specific teaching resources to reflect current program/instructional procedures and needs.
- Present various training modules to the appropriate teaching staff as needed.
- Research and pursue external knowledge and best practices to enhance innovative professional development offerings for instructional staff.
- Utilize training evaluation metrics to analyze the effectiveness of delivered professional development sessions.
- Serve as an organizational expert in the designated content area.
- Actively participate in community groups, faculty and professional meetings, educational conferences, and teacher training workshops.
- Administer assessments to evaluate student progress, skill growth, and mastery for data-driven instruction.
- Assist with state-mandated student testing as needed.

- Instruct students in related subject specialization, using various teaching methods, audiovisual aids, and other materials.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.
- Perform other functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to teach and delegate responsibility to students.
- Ability to train and support teachers and staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and school leadership teams to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal skills.
- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of MS Office, Google Suite, and database management.
- Ability to travel as needed.

Education and Experience:

- BA/BS Degree.
- California single or multiple subject teaching credential.
- At least 12 months of company teaching experience.

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Options for Youth

JOB DESCRIPTION

Job Title: Intern Post-Secondary Counselor **Dept:** Instruction

Reports To: Assistant Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

This position will be the primary resource for students and teachers regarding post-secondary options. They will help students realize post-secondary options by meeting individually with students, utilizing data, conducting workshops, and designing activities that will increase the number of college-bound students each year. This position provides direct certificated instructional support 100% of the time. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Meets one-on-one with students (and parents, if required/desired) to discuss post-secondary goals; assists teachers in creating individualized plans for students to reach their goal(s).
- Acts as the primary contact for district ROP vocational programs and college credit courses.
- Monitors overall attendance, GPA, and graduation requirements.
- Coordinate workshops or seminars quarterly to help inform students and teachers of their post-secondary options and equip students with specific skills required for post-secondary life (i.e., interviewing skills, filling out job or college applications, etc.).
- Creates timely hand-outs (or posters) for teachers and students outlining requirements for specific post-secondary options.
- Sets annual goals, aligned with charter goals, for the number of college-bound students and tracks graduates to verify their post-secondary activities.
- Maintains up-to-date knowledge of the current UC A-G requirements and communicates relevant information to students and teachers.
- Tracks senior credit progression monthly to ensure students and teachers are aware of the requirements for timely graduation.
- Monitors and provides information on SAT and ACT testing sessions, including maintaining an accurate master SAT and ACT testing calendar.
- Coordinates and/or facilitates AP exams annually.
- Provides students with resources for SAT and ACT preparation; facilitates SAT and ACT prep classes on-site when appropriate.
- Stays up to date on and informs students, parents, and teachers of the latest financial aid and scholarship information.
- Supports students/families with FAFSA applications and tracks data on FAFSA completion for reporting and documentation purposes.
- Develops relationships with local community colleges to increase Dual Enrollment/College Credit Course opportunities for students as appropriate.
- Tracks and monitors charter's LCAP goals, metrics, and actions as they relate to A-G completion, Dual Enrollment, Grad Rates, and College and Career Indicators.
- Facilitates opportunities for students to complete Community Service to meet graduation requirements.
- Maintains post-secondary boards in centers.
- Interview students with 200+ credits to ensure students are following their post-secondary path and are aware of the requirements.
- Provides guidance and counseling to students, addressing their social, emotional, and behavioral needs and connecting them to additional services and resources as needed.
- Reports postsecondary data to the Assistant Superintendent and Director of Instructional Operations annually.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Required:

- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and school leadership teams to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.

- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of MS Office, Google Workspace, and database management.

Education and Experience:

- BA/BS Degree required.
- Valid Intern California PPS credential required.
- Bilingual in English and Spanish preferred.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Intern Special Education Specialist**		**Dept:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The primary responsibility of the Intern Special Education Specialist is to provide instruction and other related services to Special Education students. The Intern Special Education Specialist will also facilitate diagnostic assessment, including administration, scoring, and interpretation. Will review and revise IEPs as needed. Will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans, and support other academic programs as needed. The Intern Special Education Specialist will work under the leadership of the Principal, Lead Special Education Specialist, and their Mentor Teacher. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Provide instruction to students with special needs and identified learning disabilities in a special education program.
- Tutor individual and small groups of students, reinforcing language and reading concepts.
- Administer and score individual and group tests.
- Schedule IEP meetings, coordinating schedules with parents, general education teacher(s), administrator, and all appropriate special education staff.
- Conduct IEP meetings, updating and affirming all paperwork in accordance with State and Federal guidelines.
- Document all student services provided in the Special Education Information System (SEIS) for compliance purposes.
- Communicate and coordinate special needs evaluation and testing with speech teachers, psychologists, and other service providers.
- Communicate with parents regarding individual student progress and conduct.
- Maintain progress records and record progress toward IEP goals.
- Record progress within the independent study program.
- Perform other duties in support of the Special Education Specialist program.
- Support other academic programs, such as intervention programs, offered within the independent study program.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Required:

- Possession of a Special Education Specialist Certificate or ability to obtain a Mild/Moderate Certificate.
- Ability to teach students in grades K-12.
- The capability to work with children of all ages.
- understanding of, and ability to adopt, and support, the independent study program, its concepts and philosophies.
- Strong organizational skills and the ability to effectively present ideas in both oral and written form.
- Proficiency in making skillful decisions.
- Ability to work under pressure and meet deadlines.
- Proficiency in operating a PC, word processor, copier, FAX, and other office machines.
- Working knowledge of MS Office, Google Workspace, and database management.

Education and Experience:

- BA/BS Degree or equivalent required.
- Valid Intern California Teaching Credential in Special Education (Mild/Moderate).

JOB DESCRIPTION

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Intern Teacher **Dept:**

Reports To: Assistant Principal **Work Class:** Credentials **FLSA Status:** Exempt

General Summary:

The Intern Teacher represents the direct instruction portion of the blended program at our school. The Intern Teacher delivers lesson plan-based instruction in a classroom setting to an average caseload of at least 32 students or more, assigned by the administration. Intern Teachers offer instruction in Math, ELA, Science, Social Studies, and/or test prep and are the content experts for their center. This department serves students by providing instruction marked by excellence, rigor, and high expectations to support achievement of college and career readiness. This position is primarily responsible for delivering our educational program to ensure data-driven, results-based instruction for students in the implementation of the Common Core Standards. Will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:

- Masters instruction using an array of teaching strategies and technologies.
- Utilizes educational technology and media to enhance learning.
- Chats in virtual discussion threads and manages small groups of students to meet individual needs.
- Facilitates collaborative grouping and keeps the learning management system organized and updated.
- Provides differentiated instruction to ensure student success.
- Teaches for mastery of the Common Core Standards.
- Uses assessments and data to influence instruction for student success.
- Keeps grade, attendance, and retention records.
- Provides targeted interventions for special education students and English Language Learners.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops.
- Meets with students, parents, and other instructional staff to discuss student progress and problems.
- Participates in related activities, such as student organizations or committees.
- Demonstrate an understanding of LCAP goals, metrics, and actions and use them to inform their instructional practices while working with students.
- Assists with state-mandated student testing.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Performs other administrative functions and duties assigned.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Required:

- Ability to teach and delegate responsibility to students.
- Educational technology, digital teaching, online teaching, and/or learning experience, or education preferred.
- Highly knowledgeable in Single Subject content area.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to collaborate effectively with field and school leadership teams to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service-oriented attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of MS Office, Google Workspace, and database management.
- Must be able to travel as needed.

Education and Experience:

- BA/BS Degree required.
- Intern Single subject teaching credential through the Commission on Teacher Credentialing required.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Lead Special Education Specialist**			**Dept:**	**Special Education**
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The prime directive of this position is to accomplish the goals of the school and the clients, which include: 100% compliance in meeting IEP timelines, providing FAPE, and meeting the needs of the students and clients. This position assists the Lead School Psychologist in managing the actions of the Special Education field staff, specifically the special education teachers, and works to ensure compliance with Special Education law. This position provides direct certificated instructional support when needed.

Essential Functions include, but are not limited to the following:*

- Plan, organize, and direct Special Education programs, special education teachers, and other special education staff.
- Assist in the interpretation of the law and the Educational Code.
- Provide interpretation and guidance on compliance with laws.
- Direct Special Ed programs or projects and perform related duties as assigned.
- Train staff in the planning and implementation of individual education programs for children with disabilities.
- Coordinate curricular resources and make them available and effective for personnel who are in need of the resources.
- Monitor Star Renaissance and develop support systems to improve any skills deficits.
- Support SES teachers to ensure IEP goals are individualized.
- Monitor LCAP students with IEPs.
- Develop relationships with local school districts, especially program specialists, and invite them to IEPs as needed.
- Liaison for related service providers.
- Carry caseload as needed.
- Provide instructional strategies and support to general and special education teachers.
- Serve on assessment teams and individualized education program teams.
- Schedule and participate in IEP meetings with students and parents as needed.
- Participate in Student Study Team (SST) and Section 504 meetings when appropriate, supporting the special education referral process.
- Provide regular training & updates to special education teachers & general education staff related to support for general and special education students.
- Supervise special education teachers.
- Monitor staff caseloads, communicate with leadership, and suggest hiring needs.
- Other tasks as assigned.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Required:

- Plan, implement, and evaluate programs.
- Communicate effectively in both oral and written form.
- Effectively transmit knowledge and skills to others.
- Plan, develop, and conduct meetings and training programs.
- Develop measurable goals and objectives, and set priorities.
- Maintain positive working relationships with corporate staff, teachers, parents, students, and others.
- Make presentations to various audiences.
- Deal with challenges inherent in working with multiple school districts and multiple clients.
- Significant physical abilities include reaching, handling, talking, hearing conversations, and other sounds, visual acuity/depth perception.

JOB DESCRIPTION

Knowledge, Skills and Abilities Preferred:

- Five years of successful Special Education experience is preferred.
- Master's degree with emphasis on Specialized Training in Special Education curriculum and instruction preferred.

Education and Experience:

- BA/BS Degree required.
- Valid California Teaching Credential in Special Education (Mild/Moderate).

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Lead Teacher**			**Dept:**	**Instruction**
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

In addition to current teaching responsibilities of a reduced student load, this position is responsible for the direct supervision of assigned teaching staff and learning centers. Manages schedules of teachers, fills in with students, coordinates substitutes, and teaches students when necessary. Responsible for teacher development and in services to help improve teacher performance. Responsible for the academic success and retention of students. This position provides direct instructional support. This position is primarily responsible for delivering our educational program to ensure data-driven, results-based instruction for students in the implementation of the Common Core Standards.

Essential Functions include, but are not limited to the following:*

- Instructs students in multiple subjects, using various teaching methods, audiovisual aids, and other materials.
- Prepares an outline for the course of study, following curriculum guidelines or requirements of the state and school.
- Administers tests to evaluate pupil progress and records results.
- Keeps attendance records and maintains student files and transcripts.
- Meets with students and parents to discuss files and transcripts.
- Teaches, coaches, supports, and develops students, guiding them toward graduation.
- Implements the ongoing training and development of staff, including regular teacher observation feedback, and goal setting.
- Facilitates questions or needs of teachers and school administrators (or directs them to the appropriate staff member).
- Communicates changes in policies or procedures to all assigned staff, including general announcements that affect center operations or staff involvement.
- Oversees the day-to-day operations in the centers, including the purchase and distribution of supplies.
- Monitors growth and makes appropriate recommendations to the Principal.
- Participates in faculty and professional meetings, educational conferences, and teacher training workshops.
- Performs related duties such as student organizations or committees, assisting pupils in selecting courses of study, or counseling students in adjustment and academic problems.
- Conducts annual reviews of all assigned staff in consultation with the designated supervisor and/or others as appropriate.
- Available for direct instruction and/or support.
- Performs other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to train, direct, and delegate responsibility to staff.
- Ability to work independently and efficiently in a fast-paced, multi-tasking environment, exercising sound judgment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy and professionalism.
- Superior knowledge of company policies, procedures, and program offerings, including use of curriculum, MS Office, Google Suite, and company proprietary software (CSIS).
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- Ability to travel as needed.
- Assists with other projects, functions, and duties as assigned.

Education and Experience:

- BA/BS Degree required.
- California Clear Single, Multiple Subject Teaching Credential, or Service Credential with English Language Authorization required.
- MA/MS degree preferred.
- Administrative Credential preferred.

JOB DESCRIPTION

- Must be in an administrative program and working towards obtaining an Administrative Credential.
- Minimum 18 months of company teaching experience preferred.
- 1-2 years of supervisory or managerial skills preferred.

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Options for Youth

JOB DESCRIPTION

Job Title:	**Manager of Educational Partnerships**		**Dept.:**	**Instruction**	
Reports To:	**Director of Schools**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary: The primary goal of the Manager of Educational Partnerships is to build and maintain strategic relationships with educational organizations, chartering districts, and community-based partners. This position supports the growth and development of the organization through fostering collaborative partnerships that enhance educational opportunities and community engagement. The Manager will play a key role in ensuring alignment between the organization's educational goals and the needs of external stakeholders.

Essential Functions include, but are not limited to the following:

- Collaborate with the Superintendent and leadership team to align partnership strategies with organizational growth targets.
- Engage with district officials and educational stakeholders to promote program success and foster ongoing support.
- Develop and manage relationships with school boards, community organizations, and other partners to increase program visibility and effectiveness.
- Support the Charter Development team in identifying potential new partnership opportunities in new markets.
- Work closely with internal teams to ensure effective communication and coordination between the instructional leadership and external partners.
- Plan, coordinate, and support educational events or initiatives that promote the organization’s mission.
- Assist with the charter renewal and accreditation processes in partnership with district officials.
- Provide training, guidance, and support to staff involved in partnership initiatives.
- Manage the tracking and reporting of partnership metrics to assess the impact of relationships on organizational goals.
- Perform other administrative functions and duties as needed.

Knowledge, Skills, and Abilities Required:

- Strong interpersonal skills with the ability to build and maintain effective working relationships.
- Ability to manage projects and coordinate activities across multiple teams.
- Strong communication skills, both written and verbal, to effectively communicate with stakeholders.
- Ability to work independently and take initiative in a fast-paced, dynamic environment.
- Excellent organizational and time management skills.
- Ability to problem-solve and address challenges while maintaining a professional demeanor.
- Ability to work collaboratively across departments to ensure smooth and efficient program delivery.
- Knowledge of educational policies, charter schools, and district-level operations.
- Proficiency in data tracking and reporting to measure the success of educational partnerships.

Knowledge, Skills, and Abilities Preferred:

- Minimum of 3 years of experience in educational partnership management or related fields.
- Experience working in a charter school environment or with district-level education programs.
- Knowledge of educational systems and community engagement strategies.
- Master's degree or equivalent in education, public administration, or related field.

Education and Experience:

- Minimum of BA degree in education, communications, public relations, or a related field.
- At least 3 years of experience in educational partnership or community engagement roles.
- Experience in program management or project coordination preferred.

Created on: 11/22/2024
Last updated: 01/15/2025

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Manager of Enrollment and Outreach**		**Dept:**		
Reports To:	**Assistant Superintendent of Business Operations**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	***Exempt***

General Summary:

Under the direct supervision of the Assistant Superintendent of Business Operations, the Manager of Enrollment and Outreach is responsible for providing coaching, guidance, and support to the Enrollment Outreach Specialists and Enrollment Specialists to ensure they achieve enrollment and retention goals. This role focuses on empowering team members through training, strategy development, and hands-on support while fostering collaboration and alignment with the school's mission. The Manager of Enrollment and Outreach does not directly supervise the team but serves as a mentor and resource, ensuring the team's efforts are efficient, effective, and focused on building positive relationships with students, families, and the community.

Essential Functions include, but are not limited to the following:

- Provide coaching and ongoing support to Enrollment Outreach Specialists and Enrollment Specialists, helping them meet recruitment and retention targets.
- Collaborate with team members to identify barriers to enrollment and retention, and develop strategies to address them.
- Monitor and analyze enrollment and retention data to identify trends and opportunities for improvement.
- Assist in the creation and implementation of outreach and retention strategies that align with the school's mission and goals.
- Facilitate professional development opportunities, including training on best practices in outreach, communication, and enrollment processes.
- Provide feedback and guidance on team performance, ensuring alignment with goals and expectations.
- Serve as a resource for team members, offering hands-on support during events, family meetings, and challenging cases.
- Partner with school leadership to align enrollment and outreach efforts with organizational priorities and initiatives.
- Evaluate the effectiveness of current enrollment and outreach strategies and recommend improvements as needed.
- Maintain a collaborative and positive team environment, fostering strong communication and morale.
- Represent the school at events and in the community, supporting team members during high-impact opportunities.
- Ensure consistent messaging and adherence to the school's mission, values, and policies across all enrollment and outreach activities.

Knowledge, Skills and Abilities Required:

- Strong leadership and coaching skills to mentor and empower team members.
- Analytical skills to assess enrollment data and identify areas for improvement.
- Excellent communication skills, including public speaking, written communication, and interpersonal interaction.
- Ability to build trust and collaboration with team members, families, and community partners.
- High level of organizational and problem-solving skills.
- Adaptability and creativity in developing strategies to address enrollment challenges.
- High energy, attention to detail, and ability to inspire and motivate others.
- Ability to exercise discretion and independent judgment.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Bilingual skills preferred.

Education and Experience:

- Minimum 3 years of experience in enrollment, outreach, or a related field.
- Previous experience in coaching or mentoring team members.
- Bachelor's degree in education, business, marketing, or a related field preferred.

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Created on: 11/22/2024
Last updated: 12/05/2024

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Manager of Special Projects**		**Dept:**	**Instructional**	
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Manager of Special Projects will manage operations and special projects for the assigned region and support existing leadership with regional growth. This position is responsible for the direct supervision and training of assigned staff. This position is primarily responsible for delivering special programs to ensure the center is achieving desired results and goals.

Essential Functions include, but are not limited to the following:

- Manage and facilitate credit enrichment programs.
- Implement and coordinate the logistics of the credit enrichment programs.
- Oversees and evaluates the curriculum of the programs.
- Supervise, train, and develop professional staff members.
- Provide clear and direct communication to staff regarding policies and procedures, and staff placement.
- Maintain and foster relationships with the districts and educational partners, as well as provide referrals.
- Act as the main point of contact for SARC and other employment-related data requests.
- Review and analyze reports, not limited to LCAP, ADA, WASC, and MSP, for data-driven decision making.
- Manage and complete any other large-scale special projects assigned by leadership.

Knowledge, Skills and Abilities Required:

- Ability to train, direct, and delegate responsibility to staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy and professionalism.
- Superior knowledge of company policies, procedures, and program offerings, including use of curriculum, MS Office, Google Suite, and company proprietary software (CSIS).
- Ability to analyze data appropriately.
- Excellent oral and written communication skills.
- Strong organizational skills and attention to detail.
- Ability to travel as needed.

Education and Experience:

- BA/BS Degree required.
- California teaching credential required.
- MA/MS Degree preferred.
- Administrative Credential preferred.
- Minimum of 18 months of company teaching experience preferred.
- 1-2 years of supervisory or managerial skills preferred.

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Created on: 10/14/2022
Last Updated: 05/21/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Manager of Student Records & Compliance **Dept:** CA Schools

Reports To: Assistant Superintendent of Operations **Work Class:** Professional **FLSA Status:** Exempt

General Summary:

The Manager of Student Records & Compliance leads the Student Records & Compliance team, supporting the accuracy, integrity, and compliance of student records and reporting systems across schools. Working under the supervision of the Assistant Superintendent of Operations, this position manages the timeliness, accuracy, and compliance of student records. The ideal candidate has the skills to lead a collaborative team with a strong eye for detail, a collaborative mindset, and a commitment to operational excellence in supporting school operations.

Essential Functions:

The Manager of Student Records & Compliance is responsible for:

- **Records Management:**
  - Develop, manage and maintain processes for accurate and secure student records within the Student Records & Compliance department, including enrollment, attendance, transcripts, and grades.
  - Ensure guidelines for proper handling, storage, and retention of records in compliance with local, state, and federal regulations, including FERPA, are followed by applicable personnel.
  - Support the transfer and verification of student records between schools, districts, and external agencies.
- **Data Reporting and Compliance:**
  - Lead in the preparation and submission of compliance reports, such as CALPADS, CBEDS, and other required state and federal reports.
  - Supervise, evaluate, and conduct regular audits of student records to identify and correct discrepancies or errors.
  - Develop, evaluate, and monitor compliance deadlines and support the timely submission of required documentation.
- **Process Support:**
  - Lead in the development and implementation of standardized procedures for records management across all school sites.
  - Research, evaluate, and support in optimizing the use of student information systems (e.g., Aeries, PowerSchool, Studenttrac) to enhance data accuracy and operational efficiency.
  - Generate reports and analyze data trends to inform decision-making and compliance improvements.
- **Training and Communication:**
  - Provide training, guidance, and support to school staff regarding data entry, record-keeping procedures, and compliance requirements.
  - Serve as a resource for questions related to student records and compliance reporting.
  - Collaborate with school sites to address record-keeping issues and ensure consistent practices.
- **Collaboration:**
  - Work closely with the Assistant Superintendent of Operations to align on department goals and priorities.
  - Present data, processes, or other information to network leadership as needed.
  - Collaborate with school leadership, counselors, and administrative staff to support the integrity of student data.

Knowledge, Skills, and Abilities:

- Knowledge of student records management, compliance requirements, and education regulations (e.g., FERPA, state attendance laws).
- Proficiency in student information systems (e.g., Aeries, PowerSchool) and data reporting platforms.
- Excellent attention to detail and accuracy in managing records and data.
- Strong analytical skills with the ability to identify and resolve discrepancies.

Created on: 05/18/2025
Last updated: 05/18/2025

- Effective organizational and time-management skills, with the ability to manage multiple tasks and deadlines.
- Strong communication and interpersonal skills to collaborate with diverse stakeholders.
- Familiarity with California education reporting systems, including CALPADS and CBEDS, is preferred.

Minimum Qualifications:

- Bachelor's degree in education, public administration, or a related field.
- 5+ years of experience in student records management, data management, or equivalent in related fields.
- Proficiency in data management systems and tools.
- 3+ years of experience working in an education setting.

Preferred Qualifications:

- Master's degree in education, public administration, or a related field.
- Experience working in charter schools or independent study programs.
- Familiarity with compliance requirements specific to California schools.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Math Intervention Specialist**		**Dept.:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Non - Exempt**

General Summary:

The Mathematic Intervention Specialist is a qualified teacher of mathematics who works specifically with students who require strategic and intensive intervention. The focus of the intervention specialist is to develop a student-centered system of support that effectively works to close the achievement gap in mathematics. The goal is to ensure that the students can master grade-level standards and curriculum by providing targeted instruction to students who have not met mathematics proficiency standards. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Instructs students in Math within a small classroom environment and/or a one-on-one setting.
- Works collaboratively with instructional staff to effectively analyze data to design and implement intervention programs.
- Be available to provide direct instruction to students in the facilitation of a cohort course or piloting of new courses.
- Uses technology for instructional planning, i.e., creating reports and using data to plan lessons.
- Continuously monitor the progress of students receiving intervention services to adjust instructional practice and student grouping.
- Provides support for all levels of mathematics, including upper subject areas such as Statistics and Pre-calculus, using all available intervention programs.
- Maintains a tracking system that indicates student appointment times, progress, and areas of improvement.
- Communicates regularly with all instructional staff, school leadership, and parent(s)/guardian(s) regarding student attendance and progress.
- Compiles and creates additional academic resources/step-by-step solution manuals for the center.
- Keeps the work area neat and clean.
- Meets with students regularly to discuss areas of development.

Knowledge, Skills and Abilities Required:

- Demonstrates knowledge of scientifically based mathematics instruction specifically related to middle school and high school students.
- Ability to communicate effectively, both verbally and in writing, with teachers, co-workers, and family members courteously and professionally.
- Strong organizational skills and attention to detail.
- Ability to work as a team player with colleagues and administrators.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to organize a variety of tasks locally and in different geographic areas.
- Ability to handle daily classroom instruction.
- Ability to travel to multiple centers, as needed.

Knowledge, Skills and Abilities Preferred:

- Working knowledge of Microsoft Office and Google Workspace
- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support, and encourage at-risk students coming from a variety of educational, socio-economic and cultural backgrounds.
- Provide an energetic classroom/tutoring experience.
- Ability to provide an example of strong self-esteem, confidence, and leadership.

Education and Experience:

- BA/BS Degree required.
- California 30-day Substitute Credential required.

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Last updated: 06/17/2025

Options for Youth

JOB DESCRIPTION

Job Title: MSW Student Intern **Dept:** OFY

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

The MSW Student Intern is responsible for providing needs-based behavioral and social-emotional services to students with and without an Individualized Education Program (IEP). In addition to working directly with students and their teachers, the MSW Student Intern will collaborate with school leadership in developing and implementing restorative practices, behavioral intervention processes, and a Multi-Tiered Systems of Support (MTSS) to support schools in the development of a positive school climate, classroom management, social and emotional skills development. The MSW Student Intern will collaborate with the Leadership Team on strategic planning and professional development and provide any technical assistance with establishing, implementing, and/or utilizing progress monitoring tools. Responsibilities for this role include, but are not limited to, providing social work services to both individuals and groups; direct and indirect consultation with students and teachers; conducting universal screenings for behavioral and social-emotional concerns; participating in assessment, behavior planning, intervention implementation, and progress monitoring.

Essential Functions include, but are not limited to the following:

- Providing social work services to students with and without IEPs (504s and general education); the methods to be used must be tailored to meet individual, group, or classroom needs.
- Consulting with faculty, team members, parents, additional resource providers, and appropriate outside agencies regarding socio-cultural and emotional factors impacting the student's academic performance and progress.
- Consulting with Leadership to identify priorities, develop action plans, and monitor progress.
- Participating in annual IEP meetings, Eligibility Determination meetings, and Three-Year Re-evaluations.
- Writing IEP benchmarks and goals, and establishing appropriate methods to monitor the progress of these areas.
- Coaching and supporting school staff in determining the effectiveness of current referral, assessment, and progress monitoring practices.
- Supporting school staff in delivering evidence-based small group interventions and overseeing the development of social-emotional learning (SEL) lessons to address the CASEL's 5 core competencies.
- Conducting research, then establishing and maintaining community partnerships and linkages for social services and behavioral health supports.
- Facilitating educational partner engagement events/activities and working with parents to secure essentials for families in need.

Knowledge, Skills and Abilities Required:

- Serve as a member of the Student Support Services Team, fulfilling all requirements outlined in Rules and Regulations for Special Education.
- Experience with using behavioral health assessments and progress monitoring data to inform critical conversations, planning, and intervention implementation.
- Outstanding knowledge of child development, social and environmental conditioning, cultural diversity, psychopathology, and restorative justice practices.
- Familiarity with MTSS practices and knowledge of best practices to meet students' social and emotional needs.
- Understanding of social-emotional learning (SEL) strategies.
- Ability to connect students and families with school and/or community-based programming with social service offerings or behavioral health services.
- Must maintain diplomacy, courtesy, and professionalism during times of crisis while delivering services and interventions in a respectful, effective, and efficient manner.
- Excellent oral and written communication skills, along with strong organizational skills and attention to detail.
- Ability to travel as needed.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Created on: 03/03/2026
Last Updated: 03/09/2026

Education and Experience:

- BA/BS Degree required.
- Pupil Personnel Services (PPS) Intern Credential in Social Work through the California Commission on Teacher Credentialing is required.

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Options for Youth

JOB DESCRIPTION

Job Title: Online Programs Principal **Dept.:** Instruction FTE: 0.20

Reports To: Board of Directors **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

Reporting to the School Board, the Online Programs (OP) Principal is responsible for overseeing the virtual program, serving as the instructional leader for the instructional and support staff. The OP Principal will manage all aspects of the program's operation, including instruction, staff supervision and evaluation, community communication, program supervision, compliance with regulations, and other related responsibilities.

Essential Functions include, but are not limited to the following:*

Personnel Management

- Hire, train, and supervise teaching support staff in accordance with network guidelines.
- Evaluate employee performance and serve as a contact person for problem resolution and guidance.
- Foster relationships and collaboration with principals to achieve charter-wide goals, needs, and initiatives.
- Schedule and implement ongoing staff development activities.
- Conduct weekly leadership meetings to support assistant principals and extended leadership members.
- Identify beneficial conferences for team members to enhance instructional practices.
- Anticipate staffing vacancies and conduct interviews.

School Culture

- Ensure a positive and impactful school culture for all educational partners and community members.
- Work with a culturally diverse student body, providing opportunities for academic success.
- Oversee planning and implementation of school events.
- Administer and develop school community programs to enhance communications and relationships.

Financial Management

- Monitor student enrollment numbers for virtual clusters, actively seeking referrals from surrounding schools.
- Manage and oversee the school budget, making sound financial decisions.
- Monitor expenses of the virtual clusters and ensure students and staff have necessary resources.
- Weekly monitoring of teacher data input to ensure accurate ADA reporting.
- Seek creative methods to maximize the student progression of each virtual cluster.

Quality Educational Progress and Compliance

- Direct teaching staff to provide educational and vocational guidance to students.
- Supervise state-mandated tests to ensure quality and compliance.
- Manage bi-monthly and year-end audits for virtual clusters.
- Resolve student and parent conflicts with the support of employees as needed.
- Act as a liaison with local school district personnel, assigned areas, and vendors.
- Coordinate with other department managers to meet the various needs of the virtual clusters.
- Supervise auxiliary services connected with the school.
- Assist staff in establishing professional goals and objectives for instructional improvement.
- Identify and assess school needs, determine objectives, and develop long and short-range plans to improve virtual program operations and services.
- Collaborate with other Principals and their leadership to meet LCAP and State Dashboard requirements.

Knowledge, Skills and Abilities Required:

- Strong ability to train, direct and delegate responsibility to staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Knowledge of virtual schools or distance learning and educational technology.
- Ability to synergize with colleagues and corporate staff to manage and monitor the growth of the company.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills, team building skills, and leadership development.
- Excellent oral and written communication skills.

Created on: 08/02/2023
Last updated: 08/17/2023

- Ability to do formal presentations to districts regarding the company philosophy and educational beliefs.
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office, Google Suite, Zoom, and database management.
- Ability to travel as needed.

Education and Experience

- BA/BS Degree required.
- MA/MS Preferred.
- Administrative Credential required.
- Previous experience as an Assistant Principal or equivalent preferred.
- Managerial experience in an educational setting.
- Minimum 6 months company teaching experience preferred.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Online Programs Area Teacher II Coach**		**Dept:**	**Instruction FTE: 1.00**	
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

Under the supervision of the Principal, the Lead Area Teacher II Coach will be responsible for overseeing Area Teachers II (AT II) and other team members during the year-round and credit enrichment school year. The purpose of this position is to support staff and the school in the initial preparation of student enrollment and may instruct students. This position will collaborate with local schools to acquire official student records and input information into our internal student record and attendance system. They will be responsible for auditing student files on a monthly basis and upon withdrawal from our program. This position will provide additional support to local sites as needed. This position may need to be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Supervise the day-to-day activities of the AT II team.
- Monitors compliance with regards to student records and digital registration for the enter Online Programs.
- May be asked to provide instruction to students.
- Prepare initial student file and paperwork (immunization records, planning guide and all enrollment paperwork).
- Work with the Center Coordinator Coaches and enrollment team to ensure files and digital registration is in compliance.
- Obtain official student records from referring schools (Official transcripts, immunization records and state testing scores).
- Inspects and reports on status of student files upon student withdrawal.
- Prepares reports for Assistant Principal, Principal, and Director of Instructional Operations per set schedule.
- Performs additional audits requested by company Management.
- Conduct interviews along with the Assistant Principal and Principal.
- Assist in the training of new file requirements.
- Training new staff including credit enrichment.
- Assist in the New Teacher Training.
- Assist in the training of Substitute Teachers.
- Communicate with staff and supervisors.
- Working with teachers to keep students 6 days longer over previous year.
- Reviewing drops with the leadership team prior to dropping students.
- May be asked to help with grading.
- Checking students' multiple planning guides to be sure they are tagged for extracurricular activities.
- Assist staff with center organization.
- Proactively manages personal schedules to support the needs of center(s).
- Provide team training for the Area Teacher II and report progress to leadership.
- Hold a monthly meeting to review audit checks from QA.
- Collaborating with instructional coaches on trending errors that arise.

Knowledge, Skills and Abilities Required:

- Proficient in MS Office, Google Suite, and experienced in studenttrac, or similar database system.
- Excellent written and oral communication skills.
- Ability to communicate in a courteous and professional manner.
- Strong organizational, interpersonal skills, and attention to detail.
- Ability to follow up on tasks and commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines.
- Ability to travel as needed.

Knowledge, Skills and Abilities Preferred:

- Knowledge of state auditing independent study requirements for public charter schools.
- Teacher, coordinator, or other staff familiar with student file maintenance, auditing, accounting background, or education regulations background.
- Proficiency with computers and quick learner of in-company policies and of student record and attendance system.

Education and Experience:

- BA/BS Degree required.

Created on: 06/08/2023
Last Updated: 1/28/2025

- California clear single and preliminary multiple subject credential or California 30-day Substitute permit required.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Online Programs English Language Learners (ELL) Coach**	**Dept:**	**Instruction FTE: 0.2**		
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Online Programs English Language Learners (ELL) Coach will be responsible for overseeing the ELL team. The prime directive of this position is to accomplish the goals of the Instructional Leadership Team which includes: 9 or 10 similar schools ranking; 800 API scores; and all students performing proficient on CSTs, and bringing our model to other regions and charters. This position is also responsible for the development, modification, and coordination of curriculum out of California, as well as assisting with work on WASC reports, charter applications, and presentations regarding the curriculum and instruction of our model. This position will be available to provide direct instruction to students 2 hours a day.

Essential Functions Of Position Include, But Are Not Limited To The Following: *

- Supervise the day-to-day activities of the ELL team.

Developing Curriculum for English Learners

- Develops independent study and small group curriculum and lesson plans that incorporates strategies beneficial to this unique student population, including but not limited to SDAIE strategies and speaking, listening, reading, and writing strategies in English.
- Researches new material and recommends pilot projects for the purpose of providing the most effective program for the students.
- Provides training for staff on implementation of strategies and new curriculum, including modeling lessons and strategies.

Assessment and Instructional Support of English Learners

- Works with Assessment team to ensure appropriate ELPAC testing of all English Learners
- Supports school leaders and teachers in utilizing assessment results (ELPAC and other assessments) to make Individualized Learning Plans for each English Learner that moves them effectively and efficiently to proficiency in English.
- Coordinates communication between CAD and field regarding assessment strategies, analysis of results, and instructional support of English Learners.
- Creates and trains all stakeholders in re-designation of English Learners plan.
- Monitors and impacts data related to English Learner population, and serves as liaison to chartering districts about the progress of ELs.

Training on Instructional Strategies for English Learners

- Provides feedback to developers of common-core aligned curriculum
- Supports out-of-state English Learner Curriculum and Assessment needs
- Prepares and provides professional development to staff and leadership about SDAIE strategies, new curriculum, and other topics related to English Learner population.

Other Duties

- Participates in various community groups or functions, professional meetings, leadership development, and teacher training workshops.
- Performs other administrative functions and duties assigned.

Knowledge, Skills and Abilities Required:

- Knowledge of English Language Development and SDAIE.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Excellent presentation skills and ability to respond accurately and articulately to questions posed about our program and its curriculum.
- Ability to synergize with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem solving skills, while maintaining courtesy, professionalism, and a customer service attitude.

- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts in a courteous and professional manner.
- Working knowledge of MS Office and Google Suite.

Education and Experience:

- Current CLAD/BCLAD California teaching credential.
- English Language Development Specialist or similar experience.
- Proficiency in Spanish preferred.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Post-Secondary Counselor Coach**		**Dept:**		
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The primary responsibility of the Post-Secondary Counselor Coach position is to provide direct support to Post-Secondary Counselors by providing training, support, and mentorship. This position will take a lead role in ensuring the charter meets all college and career initiatives, goals, including the charter's WIOA obligations, if applicable. Additionally, this position will track students, use data, conduct workshops, and design activities that will increase the number of college and career-bound students each year. This position provides direct certificated instructional support 50% of the time.

Essential Functions include, but are not limited to the following:

- Provides training and support by mentoring Post-Secondary Counselors.
- Leads training, workshops, and Professional Learning Communities focused on college and career readiness, including WIOA if relevant.
- Tracks charter and statewide goals related to college and career initiatives.
- Monitors post-secondary LCAP Goals, Metrics, and Actions.
- Develops and manages systems to guarantee all students access to college and career opportunities.
- Ensures the school has systems in place to support special student populations such as Foster and Homeless Youth.
- Supports planning for college and career events such as Career Fairs, College Tours, Senior Signing Day, Career Chats, etc.
- Plans and facilitates all college entrance exams, including but not limited to PSAT, SAT, ACT, and AP exams.
- Provides students with resources for SAT, AP, and ACT preparation; facilitates SAT and ACT prep classes on-site when appropriate.
- Meets individually with students (and parents if needed) to discuss post-secondary goals and helps teachers develop individualized plans for students to achieve them.
- Conducts informational workshops and assists students and parents in the completion of the FAFSA
- Tracks and documents FAFSA completion rates and opt-out rates to remain in compliance with state and federal guidelines
- Conducts quarterly workshops/seminars for students, parents, and/or teachers on post-secondary options and essential skills (e.g., interviewing, applications).
- Creates timely hand-outs (or posters) for teachers and students regarding requirements for specific options for students.
- Sets goals for the number of college-bound students each year. Track graduates to verify post-secondary activities.
- Obtains knowledge of the current UC A-G requirements and communicates with students and teachers.
- Tracks senior credit progression monthly to ensure students and teachers know what is required from each student for timely graduation.
- Develops and maintains relationships with post-secondary institutions for Dual Enrollment partnerships.
- Stays up to date on, and informs students, parents, and teachers of the latest financial aid and scholarship information.
- Interview students with 200+ credits to ensure students are following their post-secondary path and are aware of the requirements.
- Reports postsecondary data to the Principal.
- Other duties as assigned.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Required:

- Extensive knowledge of Post-Secondary college and career opportunities for high school students.
- In-depth understanding of UC and CSU requirements.
- Ability to train, support, and mentor Post-Secondary Counselors.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.

Created on: 05/04/2022
Last Updated: 07/02/2025

- Ability to collaborate effectively with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of Google Suite, MS Office, and database management
- Ability to travel as needed.

Education and Experience:

- BA/BS Degree Required.
- Valid California PPS credential required.
- Bilingual in English and Spanish preferred.

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Created on: 05/04/2022
Last Updated: 07/02/2025

Options for Youth

JOB DESCRIPTION

Job Title: Post-Secondary Counselor **Dept:** Instruction FTE: 1.00

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

This position will be the primary resource for students and teachers regarding post-secondary options. They will support students to explore and pursue their post-secondary options through one-on-one meetings, using data, conducting workshops, and designing activities that will increase the number of college-bound students each year. This position provides direct certificated instructional support 100% of the time. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Meets one-on-one with students (and parents, if required/desired) to discuss post-secondary goals; assists teachers in creating individualized plans for students to reach their goal(s).
- Acts as the primary contact for district ROP, vocational programs, and college credit courses.
- Monitors overall attendance, GPA, and graduation requirements.
- Coordinate workshops or seminars quarterly to help inform students and teachers of their post-secondary options and equip students with specific skills required for post-secondary life (i.e., interviewing skills, filling out job or college applications, etc.).
- Creates timely hand-outs (or posters) for teachers and students outlining requirements for specific post-secondary options.
- Sets annual goals, aligned with charter goals, for the number of college-bound students each year. Track graduates to verify post-secondary activities.
- Maintains up-to-date knowledge of the current UC A-G requirements and communicates relevant information to students and teachers.
- Tracks senior credit progression monthly to ensure students and teachers know what is required from each student for timely graduation.
- Monitors and informs the area of SAT and ACT testing sessions, including an accurate master SAT and ACT testing calendar.
- Provides students with resources for SAT and ACT preparation; facilitates SAT and ACT prep classes on-site when appropriate.
- Coordinates and/or facilitates AP exams annually.
- Stays up to date on and informs students, parents, and teachers of the latest financial aid and scholarship information.
- Supports students/families with FAFSA applications and tracks data on FAFSA completion for reporting and documentation purposes.
- Develops relationships with local community colleges to increase Dual Enrollment opportunities for students as appropriate.
- Tracks and monitors charter's LCAP goals, metrics, and actions as they relate to A-G completion, Dual Enrollment Grad Rates, and College and Career Indicators.
- Facilitates opportunities for students to complete Community Service to meet graduation requirements.
- Maintains post-secondary boards in centers.
- Interview students with 200+ credits to ensure students are following their post-secondary path and are aware of the requirements.
- Provides guidance and counseling to students, addressing their social, emotional, and behavioral needs and connecting them to additional services and resources as needed.
- Reports post-secondary data to the Assistant Principal and Post-Secondary Counselor Coach annually.

Knowledge, Skills and Abilities Required:

- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and school leadership teams to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.

- Working knowledge of MS Office, Google Workspace, and database management.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Education and Experience:

- BA/BS Degree required.
- Valid California PPS credential required.
- Bilingual in English and Spanish preferred**.**

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Options for Youth

JOB DESCRIPTION

Job Title:	**Principal**		**Dept.:**	**Instruction FTE: 0.20**	
Reports To:	**Director of Schools**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The prime directive of this position is to accomplish the goals of the Instructional Leadership Team. The Principal is an integral part of the structure of our Schools. This position provides direct certificated instructional support and will be available to provide direct instruction to students 2 hours a day.

Essential Functions include, but are not limited to the following:*

Personnel Management

- Working within company guidelines to hire, train, and supervise teaching staff.
- Evaluating teacher performance and serving as a contact person for problem resolution or guidance.
- Conducts in-service training programs and supervises new staff development.
- Conducts weekly center visits to provide support to Assistant Principals and staff.
- Monitor and anticipate staffing vacancies and/or FTE needs.
- Conduct interviews.

Financial Management

- Controls student enrollment numbers for all centers within the assigned area, including actively seeking referrals from surrounding schools.
- Manages and oversees the school budget.
- Monitors the expenses of the centers of responsibility.
- Weekly monitoring of teacher data input to ensure accurate ADA reporting.
- Creatively seeks methods of maximizing the utilization of centers.

Quality Educational Progress and Compliance

- Directs teaching staff to provide educational and vocational guidance for students.
- Supervises state-mandated tests to ensure quality and compliance.
- Manages the bi-monthly and year-end audits for centers of responsibility.
- Works with teachers to resolve student and parent conflicts as needed.
- Liaison with local school district personnel, assigned area, and corporate staff.
- Supervises the set-up of new learning centers in area of responsibility.
- Coordinate with other department managers to meet the various needs of the centers.

Knowledge, Skills and Abilities Required:

- Strong ability to train, direct, and delegate responsibility to staff.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Knowledge of virtual schools or distance learning, and educational technology.
- Ability to synergize with colleagues and corporate staff to manage and monitor the growth of the company.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills, team building skills, and leadership development.
- Excellent oral and written communication skills.
- Ability to do formal presentations to districts regarding the company philosophy and educational beliefs.
- Strong organizational skills and attention to detail.
- Working knowledge of MS Office, Google Suite, company proprietary software, and database management.
- Ability to travel as needed.

Education and Experience:

- BA/BS Degree required.
- MA/MS Degree preferred.
- Administrative Credential required.
- Previous experience as an Assistant Principal or equivalent preferred.
- Managerial experience in an educational setting preferred.

Last updated:07/09/2025

- Minimum 6 months company teaching experience preferred.

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Options for Youth

JOB DESCRIPTION

Job Title:	**Program Supervisor**		**Dept:**	**Credit Enrichment Programs**	
Reports To:	**Manager of Educational Partnerships**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Program Supervisor will manage the district credit enrichment program and clerk(s) assigned to district campuses. This position will support multiple projects between corporate and District partners.

Essential Functions include, but are not limited to the following:

- Manage a team of more than 20 staff members, including recruiting, interviewing, hiring, and onboarding.
- Oversee and approve staff hours and payroll.
- Create and manage staff schedules.
- Conducts regular SDP training sessions.
- Set and manage staff rates of pay.
- Delivery of District Program materials.
- Facilitate on-site tracking of student data (work, attendance, and all student portfolio information).
- Review the work of on-site clerks and maintain production records.
- Facilitate on-site student file check.
- Communicate and collaborate regularly and clearly with all necessary departments for updates to complete tasks which include but are not limited to curriculum, human resources, IT, and quality assurance departments.
- Draft, prepare, distribute, and follow up with various correspondence related to MOUs and budgets.
- Participate in other activities at the discretion of the designated department.
- Assist with other projects, functions, and duties as assigned.
- Act as the communication liaison between low-level employees and senior management.
- Facilitate the purchase and delivery of resources.
- Manage annual budget forecast process and ensure all deadlines are met promptly and on time.
- Administer recurring budget meetings with the school leadership team.
- Discuss upcoming chartering district deadlines and ensure that action items are being addressed.
- Ensure that all anticipated changes in the budget are reported.
- Ensure that the operational budgets meet or exceed desired revenue margins and that the program operates within the budget.
- Create organizational systems.

Knowledge, Skills and Abilities Required:

- Ability to identify designated department needs and independently resolve potential problems.
- Ability to make decisions, exercising reasonable independent judgment and discretion with minimal guidance and/or supervision.
- Ability to maintain confidentiality and appropriately disseminate information.
- Ability to follow up on task commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines, while maintaining courtesy and professionalism.
- Excellent written and oral communication skills.
- Excellent organizational skills.
- Attention to detail and a tolerance for working on multiple projects simultaneously.
- Upbeat, positive, outgoing, personable, and able to relate well with diverse populations and age groups.
- 30%-70% Travel between campuses during months of credit enrichment.
- Excellent skills and knowledge of servant leadership, facilitation, situational awareness, conflict resolution, continual improvement, empowerment, and increasing transparency.
- Knowledge of numerous well-documented patterns and techniques for filling in the intentional gaps.
- Ability to develop and foster teamwork and facilitate team dynamics.

Created on: 2/6/2025
Last Updated: 2/10/2025

- Able to gauge team performance and identify areas for growth and improvement.
- Excellent interpersonal and relationship management skills.

Education and Experience:

- Collaborative decision-making, relationship-building, and problem-solving skills.
- Organizational and time management abilities.
- High School Diploma required.
- Some college preferred.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Regional Sports Advisor**		**Dept.:**	**Instruction FTE: 1.00**	
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

Under the general direction of the assigned Principal, the Regional Sports Advisor provides administrative direction and oversight for all sports and recreational athletic programs, facilities, and activities. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Provide instruction to students.
- Recruit and train sports coaches (First Aid / CPR / AED / Code of Conduct).
- Partner with instructional staff to recruit student athletes.
- Provide parent/student informational resources and/or workshops.
- Verify student athletic eligibility (medical and academic).
- Schedule transportation for away games and officials for home games.
- Secure practice fields and home venues.
- Provide food and refreshments to student athletes on competition days.
- Maintain proper uniforms and equipment.
- Schedule weekly competitions and necessary game day operations, such as scorekeepers and referees.
- Serve as administrative designee on competition days.
- Assist in running opening tournaments, playoffs, and All-Star Games.
- Plan and provide a year-end sports banquet.
- Work with staff to develop and enforce an athletic/academic code of conduct that is consistent with the goals of the region
- and school.
- Coordinate and budget sports program expenses.
- Meet quarterly with the Lead Sports Advisor to review season goals, outcomes, and budgets.
- Provide coaches with feedback/evaluation at the end of each season.
- Perform other related duties as assigned by the Principal or Lead Sports Advisor
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Required:

- Able to work in a team dynamic.
- Availability to work a flexible schedule and some evenings.

Education and Experience:

- BA/BS Degree.
- California clear single or preliminary multiple subject teaching credential required.
- One to two years of related experience and/or training preferred.
- CPR/AED/ First Aid Certification.

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Last updated: 07/02/2025

Options for Youth

JOB DESCRIPTION

Job Title:	**School Nurse**	**Dept:**	**CA Schools**		
Reports To:	**Principal**	**Work Class:**	**Non-Instructional**	**FLSA Status:**	**Exempt**

General Summary:

The School Nurse's purpose is to assess and provide health care for the students. The School Nurse will develop emergency care and individual health plans with input from the parent/guardian and/or physician. This position will comply with the laws relating to student health and provide appropriate care for ill, medically impacted, and/or injured students. This individual will provide health information, train staff, and serve as a resource to teachers, staff, and administrators. The School Nurse will also identify health problems with referral for proper treatment.

Essential Functions include, but are not limited to the following:*

- Administers prescribed medications according to the physician's instructions; dispenses medications following established district procedures and maintains related records and documents.
- Contact parents, paramedics, and professional medical personnel as required by the nature of the emergency or the Individualized Health Service Plan (IHSP).
- Provides health education and resources to students, teachers, and staff to foster a healthy and safe school environment.
- Collaborates with school staff to promote and facilitate student health services; provides information and ensures compliance with legal requirements.
- Maintains students' confidential files and records to provide information as needed for legal requirements and professional standards.
- Prepares documentation for providing written support, conveying information, and/or complying with mandated requirements and professional guidelines.
- Report health and safety issues to administrators and agencies to ensure student safety, a positive learning environment, and compliance with regulations, policies, and guidelines.
- Attends meetings, workshops, seminars, and interdisciplinary teams to gather, convey, and share information on student health needs, service delivery, and educational programs, and to improve skills and knowledge.
- Conducts vision and hearing screenings for students as required by state law and prepares reports for the school as needed.
- Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit.

Knowledge, Skills and Abilities Required:

- Ability to organize and present ideas effectively in oral and written form.
- Ability to interact respectfully with students, families, and staff and protect confidential health information
- Flexibility in scheduling.
- Ability to work independently and effectively with multiple individuals and at several sites.
- Willingness to travel to various school locations.
- Ability to make skillful decisions.
- Ability to work under pressure and meet IEP report timelines.
- Ability to travel as needed.

Education and Experience:

- Bachelor of Science degree in Nursing required.
- Valid California Registered Nurse (RN) License preferred.
- A School Nurse Credential (Preliminary or Clear) from the California Commission on Teacher Credentialing required.
- A valid Audiometry certification is required.
- Current CPR/First Aid Certificate required.

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Last updated: 07/02/2025

Options for Youth

JOB DESCRIPTION

Job Title:	**School Project Coordinator**	**Dept:**	**Administration**		
Reports To:	**Supervisor**	**Work Class:**	**Non-credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

Provides a variety of administrative functions, as well as general project coordinator support, for the designated administrative office.

Essential Functions include, but are not limited to the following:*

- Prepares, organizes and maintains corporate documents and records (i.e. notices, contracts, memos, articles).
- Reads, sorts, and routes incoming mail and email for the Designated department, bringing attention to time sensitive or priority mail and electronic communication as needed.
- Report issues in a timely manner, and take the lead on issue resolution with all parties.
- Produces and updates Weekly Report for various projects and department tracking.
- Consolidate Project Reporting and Tracking across Infrastructure and Development.
- Creates and composes correspondence in concert with the Designated department as needed, providing error-free final product with minimal number of drafts.
- Reviews, compares and prepares various legal documents (i.e. proposals, applications) for conformation and consistency.
- Acts as liaison or representative for Designated department in routine administrative and project coordination activities, phone calls, inquiries or other matters as designated.
- Coordinates travel arrangements, itineraries, meetings and events for the Designated department as needed.
- Reviews and suggests ways to simplify procedures and improve workflow.
- Provides organizational and clerical support as needed for Designated department
- Collects data and prepares reports, including conclusions and recommendations.
- Maintains and manages Designated department expense reports.
- Arrange conference presentations
- Prepare data and training presentation for varied audiences
- Interface with vendors and outside consultants for project statuses
- Manage project assignments and resource allocation
- Communicate regularly and clearly with all necessary departments for updates
- Collaborate with staff members on completing tasks
- Draft, prepare, distribute and follow-up with various correspondence
- Participate in other activities at the discretion of the Designated department.
- Assist with other projects, functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to identify Designated department needs and independently resolve potential problems.
- Ability to make decisions, exercising reasonable independent judgment and discretion with minimal guidance and/or supervision.
- Ability to maintain confidentiality and appropriately disseminate information.
- Ability to follow up on task commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines, while maintaining courtesy and professionalism.
- Excellent written and oral communication skills.
- Excellent organizational skills
- Attention to detail and a tolerance for working on multiple projects simultaneously
- Upbeat, positive, outgoing, personable and able to relate well with diverse populations and age groups
- High level of proficiency in the use of Microsoft Office programs, especially MS Word, MS Excel and MS PowerPoint
- Ability to type 50 wpm.
- A commitment to the mission and core values of the Company.
- Excellent verbal and written communication skills.

Education and Experience:

- A four-year college degree. Minimum of five years of related experience.
- Administrative experience at executive level or equivalent related experience. Experience in related fields for designated departments preferred.

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Options for Youth

JOB DESCRIPTION

Job Title: School Psychologist **Dept:**

Reports To: Principal **Work Class:** Credentialed **FLSA Status:**

General Summary:

This position interacts directly with students, parents, and teachers as needed to assess and provide recommendations for pupils with special needs. This position provides direct instructional support.

Essential Functions include, but are not limited to the following:

- Provide diagnostic services, counseling, and recommendations for pupils with special needs.
- Review student records, organize information, and determine an appropriate assessment battery.
- Observe students; assess, evaluate, analyze, diagnose, and write psychological reports.
- Assess students' cognitive ability, social-emotional development, adaptive behavior, language development, academic achievement, learning potential, and social needs.
- Participate in the decision-making process regarding the special placement of students.
- Conduct parent counseling to aid parental understanding of the student's program placement and reasonable expectations.
- Participate in Individual Education Program meetings with students and parents as needed.
- Plan, organize, and schedule calendar for IEP meetings and triennial evaluations; schedule monthly IEP meetings; establish assessment plan and coordinate with other staff.
- Coordinate and facilitate Section 504 processes, including overseeing evaluations, leading eligibility meetings, and ensuring appropriate accommodations and compliance with federal guidelines.

Knowledge, Skills and Abilities Required:

- Knowledge of principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions.
- Knowledge of applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures.
- Knowledge of evaluation and research techniques, strategies, and procedures.
- Knowledge of curriculum and instruction programs has proven to be beneficial to pupils with special learning needs.
- Excellent written and oral skills.
- Ability to communicate well with students, parents, and teachers.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Preferred:

- Five years of successful School Psychology experience is preferred.
- Master's degree with emphasis on School Psychology preferred.

Education and Experience:

- Valid California Pupil Personnel Services Credential with school psychology authorization.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**School Safety Coordinator**	**Dept:**	**Instruction**		
Reports To:	**Assistant Principal**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

School Safety Coordinators are responsible for the overall safety and security of the center. This position plays a critical role in the school's culture and climate. A calm, structured, and positive learning environment is the top priority for the Coordinator. The School Security Coordinator is actively involved in the progressive discipline system and provides the first line of defense to defuse and de-escalate student misconduct and/or serious incidents.

Essential Functions include, but are not limited to the following:*

- Counsels students on conduct to prevent disruptions or fights in or on school grounds that threaten the safety of students, staff, and/or guests.
- Prevents or stops students from engaging in unsafe activities according to established guidelines and notifies the school site administration regarding the safety and security concerns.
- Engages in conflict management according to established protocols and promptly alerts administration of physical altercations to minimize disruption of campus activities and prevent injury to involved parties.
- Patrols assigned areas of campus during assigned periods to ensure student compliance with established rules and guidelines, and maintain order and safety.
- Ensures the timely arrival/return of students to class before and after school, lunch, and break periods following established guidelines.
- Reports to the school site administrator unusual activity, suspicions of safety issues, safety hazards, altercations, and other incidents in a timely fashion
- Assists with evacuation, fire, and lockdown drills to ensure the orderly movement of students from classrooms to designated meeting locations.
- Completes proper documentation related to incident reports and misconduct reports.
- Monitors school grounds and school entrances to ensure only authorized personnel and authorized visitors access the school and verify visitors following school sign-in procedures.
- Builds positive and professional relationships with students and leverages those relationships to establish and maintain productive and safe learning environments.
- Exercises dignity and respect when interacting with students at all times.
- Under direction from administration, leads efforts to de-escalate inappropriate student behaviors.
- Monitors student behavior during the lunch period and the school lunch service.

Knowledge, Skills and Abilities Required:

- Safe campus supervision methods and procedures.
- Works with individual students to enhance positive behavior. With guidance, may monitor behavior goals for students by receiving and providing feedback, and assist in providing a support network for students.
- Professional and positive attitude, and understand the Chain of Command and address concerns accordingly.
- Ability to make decisions independently and uphold standards set forth by the company without constant feedback or training.
- Methods and techniques of monitoring and guiding middle and high school age student behavior.
- Age-appropriate conflict management methods and techniques.
- Methods and techniques for developing age-appropriate rapport with students.
- Proactively patrol assigned areas of campus while remaining alert at all times, and pay attention to detail while supervising and monitoring students' behavior and campus activities.
- Exercise patience, confidence, and authority when supervising and giving directions to students.
- Exercise good judgment in campus supervision and discern which situations should be referred to a teacher, administrator, or other relevant staff.
- Understand and follow oral and written instructions. Communicate clearly and concisely, both orally and in writing.
- Demonstrate understanding of individuals with varied cultural, linguistic, ethnic, socioeconomic, and other diverse backgrounds among students, colleagues, and the public.
- Exercise discretion and maintain confidentiality when dealing with sensitive and confidential information.

Education and Experience:

- High School diploma or GED equivalent required.
- Previous experience in security preferred.
- CPR and First Aid Certified.
- Willingness to obtain a Bureau of Security and Investigative Services card (BSIS) and to continue to complete the training annually.

JOB DESCRIPTION

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Senior Director of Policy and Compliance**			**Dept:**	**OFY/OFL**
Reports To:	**Superintendent**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Senior Director of Policy and Compliance is a key leadership position responsible for ensuring that all California-based schools within the organization operate in full compliance with state and federal education laws, as well as local district policies. This role leads the development, implementation, and monitoring of policies that promote legal compliance, educational equity, and program excellence. The senior director serves as the organization's expert on legal, policy, and compliance matters, working closely with school leaders, educators, and external agencies to support student success and institutional accountability.

Essential Functions include, but are not limited to the following:*

- Ensure ongoing compliance with the California Education Code, federal education laws, and local district policies.
- Oversee the review and resolution of incident reports to uphold safety and accountability across school sites.
- Act as a strategic partner to school leaders, supporting initiatives related to academic improvement, school safety, and student wellness.
- Lead the planning and implementation of emergency preparedness drills and safety protocols.
- Monitor and enforce policies related to student safety, equity, special education, and data privacy.
- Deliver training and professional development for administrators and staff on California-specific laws, policies, and compliance requirements.
- Serve as a trusted resource to school leaders in interpreting and applying state mandates and regulatory changes.
- Identify and mitigate compliance risks related to enrollment, discipline, special programs, and academic services.
- Draft and distribute clear, accessible policy documents that meet California language access requirements.
- Develop and maintain systems for staff to report policy concerns or compliance issues.
- Assess the effectiveness of existing policies and recommend improvements aligned with California's education priorities, including equity and inclusion.
- Use data and stakeholder input to drive continuous policy improvements and ensure alignment with state standards.
- Prepare and present compliance reports to charter authorizers, school boards, and relevant stakeholders.

Knowledge, Skills, and Abilities Required:

- In-depth knowledge of California Education Code and federal education law.
- Experience in policy development, implementation, and evaluation.
- Strong leadership, strategic planning, and decision-making skills.
- Excellent communication skills—written, verbal, and interpersonal.
- Skilled in conflict resolution and issue management.
- Ability to collaborate across diverse teams and build productive relationships.
- Familiarity with educational software, compliance systems, and reporting tools.
- Expertise in risk assessment, policy analysis, and mitigation planning.
- Ability to lead staff training and professional development.
- Advocacy experience and understanding of the legislative process preferred.
- Culturally responsive and adaptable to the needs of diverse school communities.

Education and Experience:

- Valid California Administrative Services Credential (preferred).
- Master's degree in Education, Public Policy, or related field.
- Proven experience in school administration, policy leadership, or compliance oversight.

Created on: 11/22/2024
Last updated: 5/14/2025

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Director of Schools**			**Dept:**	**Instruction**
Reports To:	**Superintendent**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Director of Schools directly supervises the charter's Principals and reports directly to the Board. This position oversees the day-to-day operation of the charter school. Additionally, this position is responsible for budget development for each charter school and the school meeting the enrollment targets for each school.

Essential Functions include, but are not limited to the following:*

- Establishes and maintains positive relationships with vendors, teachers, education staff, district personnel, and community-based organizations.
- Analyze and disaggregate data from student enrollment trends and reports data to the board.
- Project and manage annual revenue for the charter schools.
- Initiates, schedules, and performs in-service training for new educational programs and instructional materials and compliance.
- Creates and Implements school policy as required by educational code and authorizers.
- Manages relationships with outside vendors in conjunction and as directed by the Board.
- Works with the state to attain W.A.S.C. Accreditation and monitors progress of action plans regularly.
- Supervises school communication with parents, district and county offices. Serves as the primary contact for all district relations.
- Serves on the Instructional Leadership Team to drive improvement and progress of the educational programs.
- Ensures all schools are implementing and receiving the same opportunities in regards to programs for students and staff.
- Monitors and supports Principals and their assigned areas to ensure centers and programs are being maximized.
- Creatively seeks ways to increase charter revenue and control expenses.
- Works with outside vendors in school business and back office service providers.
- Performs other administrative functions and duties as assigned.
- Responsible for facilities, manages personnel budgets, and new site locations and build outs.

Knowledge, Skills and Abilities Required:

- Ability to train, direct and delegate responsibility to staff.
- Ability to analyze and present data to drive instruction and progress of academic program.
- Ability to cooperatively collaborate with other departments or administrative staff in a timely, responsive manner to meet business needs and reach company goals.
- Ability to independently take initiative and work efficiently, exercising reasonable judgment in a fast-paced, multitasked environment with little or no supervision.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining diplomacy, courtesy, professionalism and a customer service attitude.
- Strong organizational skills and attention to detail.
- Excellent oral and communication skills.
- Working knowledge of MS Office, Google Suite, and database management.
- Excellent managerial, leadership, and team building skills.
- Strong understanding of business analytics, budget analysis, and school growth.

Knowledge, Skills, and Abilities <u>Preferred</u>:

- Strong Leadership skills. Must be able to bring people together, grow teams, and meet strategic objectives.
- Teaching experience and California Teaching Credential.
- Excellent knowledge of educational programs.
- Knowledge in CDE, State, and Federal regulations.
- Experience with an independent study program.

Created on:
Last Updated:

Education and Experience:

- Ed.D in Education or MBA preferred
- Administrative credential required.
- At least 5 years experience in school administration. Superintendent experience in a small district preferred.
- Excellent academic focus.
- Creativity and innovation necessary.

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Options for Youth

JOB DESCRIPTION

Job Title: Social Worker **Dept:** OFY

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

The Social Worker is responsible for providing needs-based behavioral and social-emotional services to students with and without an Individualized Education Program (IEP). In addition to working directly with students and their teachers, the Social Worker will collaborate with school leadership in developing and implementing restorative practices, behavioral intervention processes, and a Multi-Tiered Systems of Support (MTSS) to support schools in the development of a positive school climate, classroom management, social and emotional skills development. The Social Worker will collaborate with the Leadership Team on strategic planning and professional development and provide any technical assistance with establishing, implementing, and/or utilizing progress monitoring tools. Responsibilities for this role include, but are not limited to, providing social work services to both individuals and groups; direct and indirect consultation with students and teachers; conducting universal screenings for behavioral and social-emotional concerns; participating in assessment, behavior planning, intervention implementation, and progress monitoring.

Essential Functions include, but are not limited to the following:

- Providing social work services to students with and without IEPs (504s and general education); the methods to be used must be tailored to meet individual, group, or classroom needs.
- Consulting with faculty, team members, parents, additional resource providers, and appropriate outside agencies regarding socio-cultural and emotional factors impacting the student's academic performance and progress.
- Consulting with Leadership to identify priorities, develop action plans, and monitor progress.
- Participating in annual IEP meetings, Eligibility Determination meetings, and Three-Year Re-evaluations.
- Writing IEP benchmarks and goals, and establishing appropriate methods to monitor the progress of these areas.
- Coaching and supporting school staff in determining the effectiveness of current referral, assessment, and progress monitoring practices.
- Supporting school staff in delivering evidence-based small group interventions and overseeing the development of social-emotional learning (SEL) lessons to address the CASEL's 5 core competencies.
- Conducting research, then establishing and maintaining community partnerships and linkages for social services and behavioral health supports.
- Facilitating educational partner engagement events/activities and working with parents to secure essentials for families in need.

Knowledge, Skills and Abilities Required:

- Serve as a member of the Student Support Services Team, fulfilling all requirements outlined in Rules and Regulations for Special Education.
- Experience with using behavioral health assessments and progress monitoring data to inform critical conversations, planning, and intervention implementation.
- Outstanding knowledge of child development, social and environmental conditioning, cultural diversity, psychopathology, and restorative justice practices.
- Familiarity with MTSS practices and knowledge of best practices to meet students' social and emotional needs.
- Understanding of social-emotional learning (SEL) strategies.
- Ability to connect students and families with school and/or community-based programming with social service offerings or behavioral health services.
- Must maintain diplomacy, courtesy, and professionalism during times of crisis while delivering services and interventions in a respectful, effective, and efficient manner.
- Excellent oral and written communication skills, along with strong organizational skills and attention to detail.
- Ability to travel as needed.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Education and Experience:

Created on: 05/13/2022
Last Updated: 06/17/2025

- Master's Degree in Social Work preferred.
- Valid California PPS -Social Work Preliminary or Single Subject Credential required.
- 3+ years of experience working with adolescents and youth in an urban setting with a focus on social, emotional, and behavioral support required.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Special Education Coordinator**			**Dept:**	**Special Education**
Reports To:	**Lead Special Education Specialist**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The Special Education Coordinator provides administrative support to the Special Education Department and all special education students and potential students.

Essential Functions include, but are not limited to the following:*

- Tracks all Special Education documentation from receipt at corporate to 30-day placement through IEP meetings and calendar for compliance.
- Prepares all reports about Special Education.
- Monitors dates on all IEPs to maintain compliance.
- Answers inquiries regarding special Education from TES and from center personnel.
- Composes and types correspondence (i.e., letters, memos, reports, manuscripts) for the Supervisor as needed.
- Ensures the timely distribution of incoming and outgoing correspondence.
- Compiles, stores, and retrieves management data and prepares reports as requested.
- Maintains and updates all files.
- May coordinate travel arrangements, meetings, and events for the Supervisor.
- Provides organizational and clerical support for the Supervisor.
- Acts as liaison for the Supervisor in routine administrative activities, phone calls, inquiries, or other matters as designated.

Knowledge, Skills and Abilities Required:

- Proficiency with Microsoft Office and Excel software.
- Excellent written and oral communication skills.
- Strong organizational and proofreading skills, with attention to detail.
- Ability to follow up on task commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines, while maintaining courtesy and professionalism.
- Ability to make decisions, exercising reasonable independent judgment and discretion with minimal guidance and/or supervision.

Education and Experience:

- High School Diploma or equivalent required.
- College degree preferred.
- Previous experience in an administrative capacity.

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Last updated: 07/02/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Special Education Paraprofessional (Credentialed)**	**Dept:**	**Instruction**		
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The job of Paraprofessional (Special Education) was established for the purpose/s of assisting in the supervision and instruction of special needs students under the supervision of a certificated teacher in special education; observing and documenting student progress; implementing plans for instruction; and providing clerical support to teachers.

Essential Functions include, but are not limited to the following:*

- Collaborate with the IEP team regularly to assist in collecting data for special education student progress towards IEP goals.
- Implements academic instruction designed by a teacher for individuals or small groups to meet learning goals, as described by an IEP and/or district benchmarks.
- Implements behavioral interventions designed by the IEP team for students with behavior plans to assist in meeting special education students' needs and providing a consistent environment.
- Assist in instructing special education students (e.g., math groups, science experiments, reading, behavioral skills, daily living skills, writing, verbal skills, etc.) to implement goals for remediation of student deficiencies and ensure students' success.
- Provides push-in support during SGI classes
- Maintains instructional materials and/or student files/records (e.g., adapting instructional materials, student files, checking papers, attendance, audiovisual equipment, set up art/science projects, etc.) to ensure availability of items and/or provide reliable information.
- Monitors special education students to provide a safe and positive learning environment.
- Performs record keeping (daily data on instruction and/or behavior) and clerical functions (e.g, correcting papers, copying, instructional materials, etc.) to support the teacher in providing necessary records/materials.
- Communicates with teachers and administration about student progress and attendance as needed.
- Attends meetings and in-service presentations to acquire and/or convey information relative to job functions.
- Additional duties as required.

Knowledge, Skills and Abilities Required:

- Ability to connect with students and positively motivate them.
- Ability to communicate with co-workers and business contacts courteously and professionally.
- Strong organizational skills and attention to detail.
- Working knowledge of office equipment, especially the computer.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Ability to exercise reasonable judgment and maintain confidentiality.

Education and Experience:

- Bachelor’s Degree required.
- 30-day Substitute Permit required.

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Last updated: 10/20/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Special Education Paraprofessional**			**Dept:**	**Instruction**
Reports To:	**Principal**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The job of Paraprofessional (Special Education) was established for the purpose/s of assisting in the supervision and instruction of special needs students under the supervision of a certificated teacher in special education; observing and documenting student progress; implementing plans for instruction; and providing clerical support to teachers.

Essential Functions include, but are not limited to the following:*

- Collaborate with the IEP team regularly to assist in collecting data for special education student progress towards IEP goals.
- Implements academic instruction designed by a teacher for individuals or small groups to meet learning goals, as described by an IEP and/or district benchmarks.
- Implements behavioral interventions designed by the IEP team for students with behavior plans to assist in meeting special education students' needs and providing a consistent environment.
- Assist in instructing special education students (e.g., math groups, science experiments, reading, behavioral skills, daily living skills, writing, verbal skills, etc.) to implement goals for remediation of student deficiencies and ensure students' success.
- Provides push-in support during SGI classes
- Maintains instructional materials and/or student files/records (e.g., adapting instructional materials, student files, checking papers, attendance, audiovisual equipment, set up art/science projects, etc.) to ensure availability of items and/or provide reliable information.
- Monitors special education students to provide a safe and positive learning environment.
- Performs record keeping (daily data on instruction and/or behavior) and clerical functions (e.g, correcting papers, copying, instructional materials, etc.) to support the teacher in providing necessary records/materials.
- Communicates with teachers and administration about student progress and attendance as needed.
- Attends meetings and in-service presentations to acquire and/or convey information relative to job functions.
- Additional duties as required.

Knowledge, Skills and Abilities Required:

- Ability to connect with students and positively motivate them.
- Ability to communicate with co-workers and business contacts courteously and professionally.
- Strong organizational skills and attention to detail.
- Working knowledge of office equipment, especially the computer.
- Ability to work independently and coordinate multiple tasks simultaneously with minimal supervision.
- Ability to exercise reasonable judgment and maintain confidentiality.

Education and Experience:

- High school diploma or the equivalent, and two years of college [48 units], or A.A. Degree [or higher].
- CBEST Preferred.

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Last updated: 10/20/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Special Education Specialist (PIP/STSP)**		**Dept:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The primary responsibility of the Special Education Specialist (PIP/STSP) is to provide instruction and other related services to Special Education students. The Intern Special Education Specialist will also facilitate diagnostic assessment, including administration, scoring, and interpretation. Will review and revise Individualized Education Plans (IEPs) as needed. Will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans, and support other academic programs as needed. The Intern Special Education Specialist will work under the leadership of the Principal, Lead Special Education Specialist, Director of Special Education, and their Mentor Teacher. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Provide instruction to students with special needs and identified learning disabilities in a special education program.
- Tutor individual and small groups of students, reinforcing language and reading concepts.
- Administer and score individual and group tests.
- Schedule IEP meetings, coordinating schedules with parents, general education teacher(s), administrator, and all appropriate special education staff.
- Conduct IEP meetings, updating and affirming all paperwork following State and Federal guidelines.
- Document all student services provided in the Special Education Information System (SEIS) for compliance purposes.
- Communicate and coordinate special needs evaluation and testing with speech teachers, psychologists, and other service providers.
- Communicate with parents regarding individual student progress and conduct.
- Maintain progress records and record progress toward IEP goals.
- Record student progress for both the independent study and small group instruction.
- Perform other duties in support of the Special Education Specialist program.
- Support other academic programs, such as intervention programs, offered within the independent study program.

Knowledge, Skills and Abilities Required:

- Possession of a Special Education Specialist Certificate or ability to obtain a Mild/Moderate Certificate.
- Ability to teach students in grades K-12.
- Ability to work with children of all ages.
- Understanding of, and ability to adopt, and support the independent study program, its concepts, and philosophies.
- Strong organizational skills with the ability to effectively present ideas in both oral and written form.
- Proficiency in making skillful decisions.
- Ability to work under pressure and meet deadlines.
- Proficiency in operating a PC, word processor, copier, FAX, and other office machines.
- Working knowledge of MS Office, Google Workspace, and database management.

Education and Experience:

- BA/BS Degree or equivalent required.
- Holds a valid PIP/STSP Emergency Permit through the Commission on Teacher Credentialing in Special Education (Mild/Moderate).

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Created on: 06/21/2023
Last updated: 07/02/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Special Education Specialist**		**Dept:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The primary responsibility of the Special Education Specialist is to provide instruction and other related services to Special Education students. The Special Education Specialist will also facilitate diagnostic assessment, including administration, scoring and interpretation. Will review and revise IEPs as needed. Will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans, and support other academic programs as needed. The Special Education Specialist will work under the leadership of the Principal, Lead SES, and the Director of Special Education. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Provide instruction to students with special needs and identified learning disabilities in a special education program.
- Tutor individual and small groups of students, reinforcing language and reading concepts.
- Administer and score individual and group tests.
- Schedule IEP meetings, coordinating schedules with parents, general education teacher(s), administrator, and all appropriate special education staff.
- Conduct IEP meetings, updating and affirming all paperwork in accordance with State and Federal guidelines
- Document all student services provided in the Special Education Information System (SEIS) for compliance purposes.
- Communicate and coordinate special needs evaluation and testing with speech teachers, psychologists, and other service providers.
- Communicate with parents regarding individual student progress and conduct.
- Manage and update IEPs throughout the school year to reflect learner's progress toward meeting annual goals.
- Record progress within the independent study program.
- Maintain accurate and complete students records, and prepare IEPs for students on caseload, as required by laws, the school's policies, and administrative regulations.
- Perform other duties in support of the Special Education Specialist program.
- Support other academic programs, such as intervention programs, offered within the independent study program.

Knowledge, Skills and Abilities Required:

- Possession of a Special Education Specialist Certificate or ability to obtain Mild/Moderate Certificate.
- Ability to teach students in grades K-12.
- Capability to work with children of all ages.
- understanding of, and ability to adopt, and support the independent study program, its concepts and philosophies.
- Strong organizational skills with the ability to effectively present ideas in both oral and written form.
- Proficiency in making skillful decisions.
- Ability to work under pressure and meet deadlines.
- Proficiency in operating a PC computer, word processor, copier, FAX, and other office machines.
- Working knowledge of MS Office, Google Workspace, and database management.

Education and Experience:

- BA/BS Degree
- Valid California Teaching Credential in Special Education (Mild/Moderate)

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Last updated: 7/1/2026

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Student Advisor**	**Dept:**	**Instruction FTE: 1.00**		
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

This position will be the primary resource for students and teachers regarding post-secondary options. The Student Advisor will help students explore and pursue their post-secondary options by meeting with them individually using data, conducting workshops, and designing activities that will increase the number of college-bound students each year. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Meets one-on-one with students (and parents, if required/desired) to discuss post-secondary and dual enrollment goals.
- Assists teachers in creating individualized plans for students to reach their goal(s).
- Acts as the primary contact for district ROP, vocational programs, and college credit courses.
- Monitors overall attendance, GPA, and requirements for graduation.
- Coordinates workshops or seminars quarterly to help inform students and teachers of their post-secondary options and equips students with specific skills required for post-secondary life (i.e., interviewing skills, filling out job or college applications, etc.).
- Creates timely hand-outs (or posters) for teachers and students regarding requirements for specific options for students.
- Sets annual goals, aligned with charter goals, for the number of college-bound students each year.
- Tracks graduates to verify post-secondary activities.
- Stays informed about current UC A-G requirements and communicates relevant information to students and teachers.
- Tracks senior credit progression monthly to ensure students and teachers are aware of graduation requirements and timelines.
- Monitors and informs the area of SAT and ACT testing sessions, including an accurate master SAT and ACT testing calendar.
- Provides students with resources for SAT and ACT preparation; facilitates SAT and ACT prep classes on-site when appropriate.
- Coordinates and/or facilitates AP exams annually.
- Remains current on financial aid and scholarship opportunities and communicates updates clearly to students, parents, and teachers.
- Assists students and families with information, resources, and workshops to complete FAFSA and CA Dream Act Applications as needed.
- Tracks FAFSA and CA Dream Act Application completion for compliance and reporting purposes.
- Maintains post-secondary boards in centers.
- Interview students with 180+ credits to ensure students are following their post-secondary path and are aware of the requirements.
- Reports postsecondary data to the Assistant Principal and Post-Secondary Counselor Coach annually.
- Be knowledgeable about the California Dashboard Graduation Rate and College/Career indicators, and the charter's plan to maintain/improve those indicators.

Knowledge, Skills and Abilities Required:

- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to synergize with field and school leadership teams to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of MS Office, Google Workspace, and database management**.**
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Education and Experience:

- BA/BS Degree required.
- California 30-day Substitute permit required.
- Valid Intern PPS credential preferred.
- Bilingual in English and Spanish preferred.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Student Records Analyst**		**Dept:**		
Reports To:	**Director of Student Records and Compliance**	**Work Class:**	**Non-Credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

The Student Records Analyst supports the accuracy, integrity, and compliance of student records and reporting systems across schools. Working under the supervision of the Director of Student Records and Compliance, this position ensures timely and accurate data reporting, adherence to compliance requirements, and the efficient management of student records. The ideal candidate has a strong eye for detail, a collaborative mindset, and a commitment to operational excellence in supporting school operations.

Essential Functions include, but are not limited to the following:

- Records Management:
  - Maintain accurate and secure student records, including enrollment, attendance, transcripts, and grades.
  - Ensure proper handling, storage, and retention of records in compliance with local, state, and federal regulations, including FERPA.
  - Support the transfer and verification of student records between schools, districts, and external agencies.
- Data Reporting and Compliance:
  - Assist in the preparation and submission of compliance reports, such as CALPADS, CBEDS, and other required state and federal reports.
  - Conduct regular audits of student records to identify and correct discrepancies or errors.
  - Monitor compliance deadlines and support the timely submission of required documentation.
- Process Support:
  - Assist in the development and implementation of standardized procedures for records management across all school sites.
  - Provide support in optimizing the use of student information systems (e.g., Aeries, PowerSchool) to enhance data accuracy and operational efficiency.
  - Generate reports and analyze data trends to inform decision-making and compliance improvements.
- Training and Communication:
  - Provide guidance and support to school staff regarding data entry, record-keeping procedures, and compliance requirements.
  - Serve as a resource for questions related to student records and compliance reporting.
  - Collaborate with school sites to address record-keeping issues and ensure consistent practices.
- Collaboration:
  - Work closely with the Director of Student Records and Compliance to align on department goals and priorities.
  - Collaborate with school leadership, counselors, and administrative staff to support the integrity of student data.

Knowledge, Skills and Abilities Required:

- Knowledge of student records management, compliance requirements, and education regulations (e.g., FERPA, state attendance laws).
- Proficiency in student information systems (e.g., Aeries, PowerSchool) and data reporting platforms.
- Excellent attention to detail and accuracy in managing records and data.
- Strong analytical skills with the ability to identify and resolve discrepancies.
- Effective organizational and time-management skills, with the ability to manage multiple tasks and deadlines.
- Strong communication and interpersonal skills to collaborate with diverse stakeholders.
- Familiarity with California education reporting systems, including CALPADS and CBEDS, is preferred.

Created on: 11/22/2024
Last updated: 12/05/2024

JOB DESCRIPTION

Minimum Qualifications:

- Associate's degree or equivalent experience in data management, education administration, or a related field.
- 2+ years of experience in student records management, data analysis, or related roles within the education sector.
- Proficiency in data management systems and tools.

Preferred Qualifications:

- Bachelor's degree in education, public administration, or a related field.
- Experience working in charter schools or independent study programs.
- Familiarity with compliance requirements specific to California schools.

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Created on: 11/22/2024
Last updated: 12/05/2024

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Substitute Teacher **Dept:**

Reports To: Assistant Principal **Work Class:** **FLSA Status:** Non-Exempt

General Summary:

This position supports all aspects of the blended learning program, including monitoring student progress and testing within the online platform, providing academic support, and overseeing independent study scheduling and assessments. It also involves delivering small group instruction by following lesson plans and assisting with administrative tasks such as grading and copying. Additionally, responsibilities include serving as the center coordinator, handling phone calls, and supporting both current and prospective students and their families.

Essential Functions include, but are not limited to the following:*

- **Substitute Teaching**
  - Provides high-quality, subject-specific instruction and academic support.
  - Accountable for student work product according to the academic calendar (Independent Study) and quality assurance compliance requirements.
  - Assumes full classroom responsibilities and duties, providing direct instruction from the lesson plan (SGI).
  - Manages student attendance to ensure academic progress.
  - Contacts parents/students and leaves detailed notes for the teacher.
  - Grade student work, including essays and projects.
  - Provides academic feedback to students.
  - Communicates with the teacher of record upon their return.
  - Communicates weekly schedules with supervisors.
- **General Support**
  - Provides instructional teaching support to assist the center teaching staff as needed.
  - Communicates with supervisors.
  - Assists staff with center organization.
  - Supports the center with additional grading support.
  - Proactively manages personal schedules to support the needs of the center(s).
  - Various tasks as assigned

Knowledge, Skills, and Abilities REQUIRED:

- Proficiency with Microsoft Office Software and Google Suite.
- Excellent written & oral communication skills.
- Ability to communicate with co-workers, students/parents, and business contacts courteously and professionally.
- Strong organizational and proofreading skills, with attention to detail.
- Ability to follow up on task commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines, while maintaining courtesy and professionalism.
- Ability to travel as needed.

Knowledge, Skills, and Abilities PREFERRED:

- Degree or Subject-Mastery (CSET) in English, Math, and/or Science.
- Ability to make decisions, exercising reasonable independent judgment and discretion with minimal guidance and/or supervision.

Education and Experience:

- Minimum BA degree or equivalent.
- Possession of a California 30-day Substitute Permit.
- Current CA Teaching Credential is a plus.

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Last updated: 06/17/2025

Options for Youth

JOB DESCRIPTION

Job Title: OFY - Superintendent **Dept:**

Reports To: Board of Directors **Work Class:** Credentialed **FLSA Status:** Exempt

General Summary:

Under the direction of the Board of Directors, will directly supervise Options for Youth schools and be responsible for the instructional direction and decisions. This position will be responsible for the effective and efficient operation of the overall curriculum, instruction, assessment, special programs, staff development and general business operations.

Responsible for academic achievement, increasing enrollments and retention of all students in all charters. Also responsible for developing new, evaluation, coordination and implementation of educational programs and for performing related administrative duties. Overseeing education staff, to ensure that implementation and prescribed activities to meet the goals of the school are being carried out in accordance with specified school vision and mission, state objectives and state standards. Works as liaison with the Board, districts and state offices. Manages budgets and expenses of the school. Supervises training, special education, directors, and facilities. Monitors all academic indicators and provides input into special projects. The primary goal of this position is to support and carry out the goals of the school and Board of Directors.

Essential Functions include, but are not limited to the following: *

- Work closely and supervise school leaders, principals and staff, to best meet the student's educational needs.
- Manage all Budgets and assure schools fiscal performance.
- In conjunction with the Board, works with the principals and outside consultants to develop, maintain and revise curriculum documents based on systematic review and analysis.
- Knowledge of state-specific curricular standards, assessment and accountability standards.
- Establishes and maintains positive relationships with principals, teachers, school staff, district personnel, and community-based organizations.
- Report on the status of curriculum and instructional programs and services, including assessment and evaluation information, at the request of the Board.
- Analyze and disaggregate data from student testing results.
- Project annual revenue for school and oversee title funds.
- Oversees the development and implementation of all staff training programs and new staff development, including Credential clearing programs.
- Initiates, schedules and performs in-service training for new educational programs and instructional materials.
- Works closely with principals to ensure curriculum and training meet the needs of the student population.
- Direct teaching staff to provide educational and vocational guidance for students.
- Works with the state to attain W.A.S.C. accreditation and monitors progress of action plans regularly.
- Supervises school communication with district and county offices.
- Actively involved in the field/schools observing and evaluating all educational programs.
- Attends all educational conferences and encourages others to attend as needed.
- Ensures all schools are implementing and receiving the same opportunities in regards to programs for students and staff.
- Monitors and supports principals and their assigned areas to ensure schools and programs are being maximized.
- Oversee facilities, new site locations and build outs.
- Initiate the development of programmatic goals and instructional objectives on a state-wide basis with in the scope of the school's policy, board direction, assessed student needs and operational constraints.
- Establish a systemic approach to curriculum and instructional planning, development, implementation and evaluation.
- In conjunction with the Board, provide leadership, oversight and direction for the overall activities of planning all instructional support programs.
- Provide leadership for a collaborative team to ensure that curriculum and instructional initiatives are student focused and aligned with the school's mission.

- Monitors and oversees incentives.
- Plans and monitors education program budgets.
- Directs teaching staff to provide educational and vocational guidance for students.
- Evaluates performance of student progress, education programs, supervisors and managerial staff.
- Serves as a resource for parents, teachers, and district personnel to provide problem resolution or guidance as needed.
- Oversees accreditation, special education, graduation and student needs.
- Perform other administrative functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Knowledge of learning theory, program planning, curriculum development and management of instructional programs.
- Knowledge of statutory and regulatory requirements in the area of responsibility.
- Ability to train, direct and delegate responsibility to senior staff.
- Ability to cooperatively collaborate with government staff and boards to meet business needs and reach Company goals.
- Ability to interpret and implement laws, rules and policies.
- Ability to facilitate various size groups using facilitative leadership skills.
- Skills in written and oral communication, planning and organization.
- Knowledge of current educational trends, methods, research and technology.
- In-depth knowledge of assigned curriculum, program, or service area.
- Ability to collect, analyze and interpret data.
- Ability to work collaboratively with others.
- Ability to travel at least 40% of the time.

Education and Experience:

- Master's Degree (M.A).
- Five years of experience in school administration or district administration and leadership of curriculum and instruction.
- Valid Teaching credential (required).
- Administrative Services Credential (required).
- Doctor of Education (Ed.D.) or currently in an Ed.D program (required).

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Teacher (PIP/STSP) **Dept:**

Reports To: Assistant Principal **Work Class:** **FLSA Status:** Exempt

General Summary:

The Teacher with a PIP/STSP permit represents the direct instruction portion of the blended program at our school. The Teacher delivers lesson plan-based instruction in a classroom setting, assigned by the administration. Teachers offer instruction in Math, ELA, Science, Social Studies, and/or test prep and are the content experts for their center. This department serves students by providing instruction marked by excellence, rigor, and high expectations to support achievement of college and career readiness. This position is primarily responsible for delivering our educational program to ensure data-driven, results-based instruction for students in the implementation of the Common Core Standards. Will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:

- Masters instruction using a variety of teaching strategies and technologies.
- Utilizes educational technology and media to enhance student learning.
- Engages in virtual discussions and manages small groups of students to meet individual needs.
- Facilitates collaborative group work and maintains an organized, up-to-date management system.
- Provides differentiated instruction to ensure student success.
- Teaches for mastery of the Common Core Standards.
- Uses assessments and data to influence instruction for student success.
- Keeps grade, attendance, and retention records.
- Provides targeted interventions for special education students and English Language Learners.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops.
- Meets with students, parents, and other instructional staff to discuss student progress and problems.
- Participates in related activities, such as student organizations or committees.
- Demonstrates an understanding of LCAP goals, metrics, and actions and uses them to inform their instructional practices while working with students.
- Assists with state-mandated student testing.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Performs other administrative functions and duties assigned.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Required:

- Ability to teach and delegate responsibility to students.
- Educational technology, digital teaching, or online teaching and/or learning experience, or education preferred.
- Highly knowledgeable in Single Subject content area.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to collaborate effectively with field and school leadership teams to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of MS Office, Google Workspace, and database management.
- Must be able to travel as needed.

Education and Experience:

- BA/BS Degree required.
- Holds a valid PIP/STSP Emergency Permit through the Commission on Teacher Credentialing.

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OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title:	**Teacher – Subject Master**		**Dept.:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Teacher represents the direct instruction portion of the blended program at our school. The Teacher delivers lesson plan-based instruction in a classroom setting to an average caseload of at least 32 students or more, assigned by the administration. Teachers offer instruction in Math, ELA, Science, Social Studies, and/or test prep and are the content experts for their center. This department serves students by providing instruction with excellence, rigor, and high expectations to support their achievement of college and career readiness. This position is primarily responsible for delivering our educational program to ensure data-driven, results-based instruction for students in the implementation of the Common Core Standards. Will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Provide instruction employing diverse teaching methods and technologies.
- Utilizes educational technology and media to enhance learning.
- Chats in virtual discussion threads and manages small groups of students to meet individual needs.
- Facilitates collaborative grouping and keeps the learning management system organized and updated.
- Provides differentiated instruction to ensure student success.
- Teaches for mastery of the Common Core Standards.
- Uses assessments and data to influence instruction for student success.
- Keeps grade, attendance, and retention records.
- Provides targeted interventions for special education students and English Language Learners.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops.
- Meets with students, parents, and other instructional staff to discuss student progress and problems.
- Participates in related activities, such as student organizations or committees.
- Demonstrate an understanding of instructional LCAP goals, metrics, and actions, and understand how their role can impact these results.
- Assists with state-mandated student testing.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Performs other administrative functions and duties assigned.

Knowledge, Skills and Abilities Required

- Ability to teach and delegate responsibility to students.
- Educational technology, digital teaching, or online teaching and/or learning experience, or education preferred.
- Highly knowledgeable in the Single Subject content area.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to collaborate effectively with field and corporate staff to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service-oriented attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of MS Office, Google Workspace, and database management.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.
- Must be able to travel as needed.

Education and Experience:

- BA/BS Degree required.
- California Single Subject Teaching Credential and English Language Authorization required.
- Single Subject Credential in English, Mathematics, Sciences, or Social Science preferred.

Last updated: 06/17/2025

JOB DESCRIPTION

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Options for Youth

JOB DESCRIPTION

Job Title:	**Tutor**		**Dept.:**	**Instruction**	
Reports To:	**Assistant Principal**	**Work Class:**	**Non-credentialed**	**FLSA Status:**	**Nonexempt**

General Summary:

The Tutor position is responsible for assisting in teaching the necessary concepts to students within the designated subject matter. This position provides direct, non-certificated instructional support 100% of the time.

Essential Functions include, but are not limited to the following:*

- Provides tutoring and instruction to students within a small classroom environment and/or 1 on 1 situation.
- Posts and markets tutoring availability, along with a consistent schedule as arranged by your supervisor.
- Creates a tracking system that indicates student appointment times, progress, and areas of improvement.
- Communicates with teachers regarding student conduct and performance status.
- Maintain communication with students regarding missed appointments and monitor their progress, ensuring the teacher receives regular updates.
- Monitors student performance within the areas of class work, attendance, and discipline as needed.
- Provides support to teachers as needed.

Knowledge, Skills and Abilities Required:

- Proficient knowledge of designated subject matter(s).
- Ability to communicate effectively, verbally and in writing, with teachers, co-workers, and business contacts courteously and professionally.
- Strong organizational skills and attention to detail.
- Ability to work as a team player with colleagues and administrators.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Access to daily, reliable transportation.
- Ability to organize a variety of tasks locally and in different geographic areas.
- Ability to handle daily classroom instruction.

Knowledge, Skills and Abilities Preferred:

- Proficient computer knowledge and previous experience with Microsoft software and Google Suite.
- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support, and encourage at-risk students coming from a variety of educational, socio-economic, and cultural backgrounds.
- Provide an energetic classroom experience and tutoring.
- Ability to provide an example of strong self-esteem, confidence, and leadership.

Education and Experience:

- Minimum high school diploma or equivalent.

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Last updated: 07/02/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: Credit Enrichment Area Teacher I **Dept:** Instruction **FTE: 1.00**

Reports To: Principal **Work Class:** Credentialed **FLSA Status:** Non - Exempt

General Summary:

Area Teachers I are instructional teachers that support specific charter needs instructional support during the credit enrichment period. The Primary responsibility of this position is to teach our students with a personalized learning plan, making adjustments to match the students' ability levels and pace of learning. An Area Teacher I provides direct instructional support 100% of the time.

Essential Functions include, but are not limited to the following:*

- Provides instruction to students for a specific charter.
- Administers and grades tests.
- Tutors students that need help as requested by the teacher of record.
- Supports all state testing by calling, proctoring and helping.
- Locates, prepares, passes out and helps with curriculum.
- Helps audit and correct student files when requested.
- Enter student work into the student information system.
- Helps with other activities within the center that supports the direct instruction of students.

Knowledge, Skills and Abilities Required:

- Ability to connect with students and motivate them in a positive way.
- Ability to communicate with co-workers and business contacts in a courteous and professional manner.
- Strong organizational skills and attention to detail.
- Ability to exercise reasonable judgment and maintain confidentiality.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to teach and delegate responsibility to students.
- Ability to travel as needed.

Knowledge, Skills and Abilities Preferred:

- Working knowledge of MS Office.
- Experience working with high school age students is preferred.

Education and Experience:

- BA/BS Degree required.
- CBEST.
- California 30-Day Substitute Teaching Credential or clear single subject credentials.

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Options for Youth

JOB DESCRIPTION

Job Title:	**Credit Enrichment Area Teacher Level II**			**Dept:**	**Instruction**	**FTE: 1.00**	
Reports To:	**Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Non - Exempt**		

General Summary:

The purpose of this position is to support staff and the school in the initial preparation of student enrollment. This position will collaborate with local schools to acquire official student records and input information into our internal student record and attendance system. Will be responsible for auditing student files on a monthly basis and upon withdrawal from our program. This position will provide additional support to local sites as needed. This position will be available to provide direct instruction to students 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Primarily responsible for maintaining internal auditing procedures at the assigned school site
- Keeps the school site in compliance to the utmost ability with the Student Records and Compliance Department Student File Manual
- Coordinates with teachers and other administrative staff to implement systems ensuring minimal risk of audit issues
- Assists support staff with the creation of student files for all incoming students
- Enrolls all incoming students
- Ensures all student information is correctly entered into the internal student information system during the time of enrollment up until withdrawal from the school site
- Reviews and monitors monthly reports sent from Student Record Analyst to ensure the school site is in compliance
- Prepares for monthly audits, ensuring the integrity of student information, student work, and attendance uploaded to the student information system
- Ensures all documentation is ready and correctly processed upon students withdrawal
- Utilizes problem solving and critical thinking skills to modify daily procedures in order to strengthen data management and entry at the school site

Knowledge, Skills and Abilities Required:

- Proficient in MS Office, Google Suite and experienced in Studenttrac or similar database system.
- Excellent written and oral communication skills.
- Ability to communicate in a courteous and professional manner.
- Strong organizational, interpersonal skills and attention to detail.
- Ability to follow up on tasks and commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines.
- Ability to travel as needed.

Knowledge, Skills and Abilities Preferred:

- Knowledge of state auditing independent study requirements for public charter schools.
- Teacher, coordinator, or other staff familiar with student file maintenance, auditing, accounting background, or education regulations background.
- Proficiency with computers and quick learner of in-company policies and of student record and attendance system.

Education and Experience:

- BA/BS Degree
- Current California 30-day Permit or single subject credential

*The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: ELD Intervention Specialist (Title I) **Dept:** English Language Development (ELD)

Reports To: Assistant Principal **Work Class:** Credentialed **FLSA Status:** Non-Exempt

General Summary:

The duties of the ELD (English Language Development) Intervention Specialist are to ensure that English Learners (EL) receive quality instruction, make academic progress, and reach their academic and reclassification goals. The primary objective of this position is to increase academic achievement by providing data-driven, evidence-based, and results-oriented instruction aligned with the implementation of the Common Core Standards. This position may involve supporting Small Group Instruction classes and/or managing a student caseload. This position, supported by Title 1 funding, is dedicated to assisting students who are at the highest risk of falling behind their peers in completing core coursework. As a supplemental support position, its funding is derived from federal sources; therefore, the continuation of employment is contingent upon the availability of federal funds.

Essential Functions include, but are not limited to the following:

- Prepares focused interventions for EL student academic success.
- Instruct EL students in multiple subjects, using various teaching methods, audiovisual aids, and other materials.
- Prepares outlines for the course of study, following curriculum guidelines or requirements of the state and school.
- Collaborates with teacher(s) to seek alternative interventions to motivate and prevent students from dropping out.
- Assists pupils in selecting courses of study.
- Counsels students in adjustment and academic problems.
- Collaborates with parents, students, and instructional staff to improve attendance.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops. Meets with students and parents to discuss student progress and problems.
- Administers tests to evaluate pupil progress, assesses student work product, and records results.
- Maintains attendance records, student files, and transcripts.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Maintains a partial or full student load during the short-term enrollment periods.
- Participates in related activities, such as student organizations or committees.
- Supports school site events to increase student engagement and connection, while also fostering a positive school environment and culture.
- Performs other administrative functions and duties assigned.

Knowledge, Skills and Abilities Required:

- Experience working with second language learners and in second language acquisition.
- Ability to communicate effectively, both verbally and in writing, with teachers, co-workers, and family members courteously and professionally.
- Strong organizational skills and attention to detail.
- Ability to work as a team player with colleagues and administrators.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to organize a variety of tasks locally and in different geographic areas.
- Ability to handle daily classroom instruction.
- Ability to travel to multiple centers, as needed.

Knowledge, Skills and Abilities Preferred:

- Working knowledge of Microsoft Office and Google Workspace.
- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support, and encourage at-risk students coming from a variety of educational, socio-economic, and cultural backgrounds.
- Provide an energetic classroom/tutoring experience.
- Ability to provide an example of strong self-esteem, confidence, and leadership.

Education and Experience:

- BS/BA degree required.
- Valid 30-Day Substitute Permit required.

Created on: 01/03/2023
Last Updated: 07/02/2025

JOB DESCRIPTION

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Created on: 01/03/2023
Last Updated: 07/02/2025

OPTIONS FOR YOUTH

JOB DESCRIPTION

Job Title: ELD Intervention Specialist **Dept:** English Language Development (ELD)

Reports To: Assistant Principal **Work Class:** Credentialed **FLSA Status:** Non-Exempt

General Summary:

The duties of the ELD Intervention Specialist are to ensure that English Learners (EL) receive quality instruction, make academic progress, and reach their academic and reclassification goals. The primary objective of this position is to increase academic achievement by providing data-driven, evidence-based, and results-oriented instruction aligned with the implementation of the Common Core Standards. This position may involve supporting Small Group Instruction classes and/or managing a student caseload. This role is dedicated to assisting students who are at the highest risk of falling behind their peers in completing core coursework.

Essential Functions include, but are not limited to the following:

- Prepares focused interventions for EL student academic success.
- Instruct EL students in multiple subjects, using various teaching methods, audiovisual aids, and other materials.
- Prepares outlines for the course of study, following curriculum guidelines or requirements of the state and school.
- Collaborates with teacher(s) to seek alternative interventions to motivate and prevent students from dropping out.
- Assists pupils in selecting courses of study.
- Counsels students in adjustment and academic problems.
- Collaborates with parents, students, and instructional staff to improve attendance.
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops. Meets with students and parents to discuss student progress and problems.
- Administers tests to evaluate pupil progress, assesses student work product, and records results.
- Maintains attendance records, student files, and transcripts.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Maintains a partial or full student load during the short-term enrollment periods.
- Participates in related activities, such as student organizations or committees.
- Supports school site events to increase student engagement and connection, while also fostering a positive school environment and culture.
- Performs other administrative functions and duties assigned.

Knowledge, Skills and Abilities Required:

- Experience working with second language learners and in second language acquisition.
- Ability to communicate effectively, both verbally and in writing, with teachers, co-workers, and family members courteously and professionally.
- Strong organizational skills and attention to detail.
- Ability to work as a team player with colleagues and administrators.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Ability to organize a variety of tasks locally and in different geographic areas.
- Ability to handle daily classroom instruction.
- Ability to travel to multiple centers, as needed.

Knowledge, Skills and Abilities Preferred:

- Working knowledge of Microsoft Office and Google Workspace.
- Ability to share life experiences with students in relation to the class content.
- Ability to engage, motivate, support, and encourage at-risk students coming from a variety of educational, socio-economic, and cultural backgrounds.
- Provide an energetic classroom/tutoring experience.
- Ability to provide an example of strong self-esteem, confidence, and leadership.

Education and Experience:

- BS/BA degree required.
- Valid 30-Day Substitute Permit required.

Created on: 12/05/2025
Last Updated: 12/05/2025

JOB DESCRIPTION

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Created on: 12/05/2025
Last Updated: 12/05/2025

Options for Youth

JOB DESCRIPTION

Job Title:	**Intervention Teacher**		**Dept:**	**Instruction FTE: 1.00**	
Reports To:	**Assistant Principal**	**Work Class:**	**Credentialed**	**FLSA Status:**	**Exempt**

General Summary:

The Intervention Teacher is our most important resource. Their duties are to ensure that a student receives quality instruction, makes educational progress, and reaches their academic goals. This position is primarily responsible for delivering our educational program to ensure data-driven, results-based instruction for students in the implementation of the Common Core Standards. This position will be available to provide direct instruction to students for 6 hours a day.

Essential Functions include, but are not limited to the following:*

- Prepares focused interventions for students' academic success.
- Develops and maintains tracking systems to record students' attendance, progress, and growth.
- Instructs students in multiple subjects, using various teaching methods, audiovisual aids, and other materials.
- Prepares an outline for the course of study, following curriculum guidelines or requirements of the state and school.
- Collaborates with teacher(s) to seek alternative interventions to motivate and prevent students from dropping out.
- Assists students in selecting courses of study.
- Counsels students and parents in finding solutions related to social-emotional and academic challenges.
- Collaborates with parents, students, and teachers to improve attendance and engagement in the academic program
- Participates in various community groups or functions, faculty and professional meetings, educational conferences, and teacher training workshops.
- Participates in related activities, including student organizations or committees.
- Administers tests to evaluate student progress, assesses student work product, and records results.
- Assists with state-mandated student testing.
- Assists in maintaining a clean, inviting, professional center for students to attend.
- Performs other administrative functions and duties assigned.
- Maintains a partial or full student load as needed
- Demonstrate an understanding of LCAP goals, metrics, and actions and use them to inform their instructional practices while working with students.
- Expected to occasionally work outside of regular scheduled hours to support student programming and ensure the success of related events and activities.

Knowledge, Skills and Abilities Required:

- Ability to teach and delegate responsibility to students.
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision.
- Superior organizational and record-keeping skills.
- Ability to synergize with the field and school leadership teams to implement the educational program.
- Ability to work effectively under pressure and demonstrate problem-solving skills, while maintaining courtesy, professionalism, and a customer service attitude.
- Strong interpersonal relationship skills.
- Ability to communicate effectively, both verbally and in writing, with students, parents, co-workers, and business contacts courteously and professionally.
- Working knowledge of MS Office, Google Workspace, and database management.
- Ability to travel to multiple school sites, if needed.

Education and Experience:

- BA/BS Degree.
- California preliminary or clear single-subject teaching credential required.
- At least 12 months of company teaching experience.

Last Updated: 07/02/2025

JOB DESCRIPTION

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Options for Youth

JOB DESCRIPTION

Job Title:	**Project Coordinator**		**Dept:**	**Administration**	
Reports To:	**Designated Supervisor**	**Work Class:**	**Non-credentialed**	**FLSA Status:**	**Non-Exempt**

General Summary:

Provides a variety of administrative functions, as well as general project coordinator support, for the designated administrative office.

Essential Functions include, but are not limited to the following:*

- Prepares, organizes and maintains corporate documents and records (i.e. notices, contracts, memos, articles).
- Reads, sorts, and routes incoming mail and email for the Designated department, bringing attention to time sensitive or priority mail and electronic communication as needed.
- Report issues in a timely manner, and take the lead on issue resolution with all parties.
- Produces and updates Weekly Report for various projects and department tracking.
- Consolidate Project Reporting and Tracking across Infrastructure and Development.
- Creates and composes correspondence in concert with the Designated department as needed, providing error-free final product with minimal number of drafts.
- Reviews, compares and prepares various legal documents (i.e. proposals, applications) for conformation and consistency.
- Acts as liaison or representative for Designated department in routine administrative and project coordination activities, phone calls, inquiries or other matters as designated.
- Coordinates travel arrangements, itineraries, meetings and events for the Designated department as needed.
- Reviews and suggests ways to simplify procedures and improve workflow.
- Provides organizational and clerical support as needed for Designated department
- Collects data and prepares reports, including conclusions and recommendations.
- Maintains and manages Designated department expense reports.
- Arrange conference presentations
- Prepare data and training presentation for varied audiences
- Interface with vendors and outside consultants for project statuses
- Manage project assignments and resource allocation
- Communicate regularly and clearly with all necessary departments for updates
- Collaborate with staff members on completing tasks
- Draft, prepare, distribute and follow-up with various correspondence
- Participate in other activities at the discretion of the Designated department.
- Assist with other projects, functions and duties as assigned.

Knowledge, Skills and Abilities Required:

- Ability to identify Designated department needs and independently resolve potential problems.
- Ability to make decisions, exercising reasonable independent judgment and discretion with minimal guidance and/or supervision.
- Ability to maintain confidentiality and appropriately disseminate information.
- Ability to follow up on task commitments and give updates as needed.
- Ability to work efficiently under pressure and meet deadlines, while maintaining courtesy and professionalism.
- Excellent written and oral communication skills.
- Excellent organizational skills
- Attention to detail and a tolerance for working on multiple projects simultaneously
- Upbeat, positive, outgoing, personable and able to relate well with diverse populations and age groups
- High level of proficiency in the use of Microsoft Office programs, especially MS Word, MS Excel and MS PowerPoint
- Ability to type 50 wpm.
- A commitment to the mission and core values of the Company.
- Excellent verbal and written communication skills.

Education and Experience:

- A four-year college degree. Minimum of five years of related experience.
- Administrative experience at executive level or equivalent related experience. Experience in related fields for designated departments preferred.

**The specific statements shown in each section of this description are not intended to be all inclusive. They describe the general nature and level of work being performed and/or represent typical elements and criteria considered necessary to successfully perform the job. The Company retains the discretion to add to or change the duties of the position at any time.*

Exhibit L
Employee Handbook

Options for Youth
OFY San Gabriel, Inc.
Employee Handbook
2025-2026

SECTION 1: INTRODUCTION

OUR MISSION

OFY San Gabriel, Inc. is the best independent study public school empowering underserved students by unlocking their passions and dreams and moving them daily towards graduation and beyond.

ABOUT THIS HANDBOOK

The Human Resources policies of OFY San Gabriel, Inc., hereinafter referred to as “the Company,” are outlined in this handbook. Additional policies applicable to employees are contained in the Addendum. The Company operates in the State of California, and this handbook is drafted in accordance with California laws and regulations. Employees who reside or work outside of California must refer to their respective state-specific addendum which complies with the laws of their state.

Understanding these policies will help you in your present position and throughout your career with the Company. Keep your handbook readily accessible as a useful reference guide. From time to time, as policies change, you will receive Addendum pages to update your handbook. This will help you to remain current, advise you of changes to existing policies, or to learn about new programs and policies. This handbook was compiled and distributed for use by the employees of the Company only.

The Company expects all employees to understand and comply with the provisions in this handbook. Employees who do not understand any provisions in this handbook must immediately notify their supervisor or 9Dot Human Resources Department at 626-788-1060 or helpdesk@hello9dot.com.

Unless Human Resources is notified that you have questions or request assistance, it will be considered that you have a complete understanding of all the provisions in this handbook.

INTRODUCTION

This employee handbook applies to all employees, and is intended to provide guidelines and summary information about the Company’s personnel policies, procedures, benefits and rules of conduct. This handbook is not intended to be a contract of employment for any period of time or termination only for cause.

It is important that you read, understand and comply with the standards that have been established. Please talk with your supervisor if you have any questions or need additional information.

It is obviously not possible to anticipate every situation that may arise in the workplace, or to provide information that answers every question. Other than the “at-will” policy, the Company may change, rescind, cancel, withdraw or add any sections or provisions, or any policies, benefits, or practices described in the handbook at any time or from time to time, at its sole and absolute discretion, with or without prior notice, but will communicate all changes to our employees. The information in the employee handbook supersedes and replaces all previous handbooks, personnel policies, procedures, benefits, and rules of conduct.

Notwithstanding the above, all benefit plans referred to in this handbook may be further defined in legal documents, including insurance contracts, official plan tests, and trust agreements. Should any question ever arise about the nature and extent of the benefit plans, the formal language of the plan documents, and not the informal wording of this handbook, must necessarily govern.

RIGHT TO REVISE

This employee handbook contains the employment policies and practices of the Company in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded, except that the California Addendum additionally applies to all California employees.

The Company reserves the right to revise, modify, delete, or add to any and all policies and procedures, work rules or benefits stated in this handbook or in any other document, except for the policy of “at-will” employment. No one other than the Principal has any authority to alter the “at-will” relationship. Any such agreement must be in writing and signed by the Principal and the employee.

No employee, officer, or director of the Company is authorized to make oral modifications of this handbook, as no oral statements or representations can, in any way, alter the provisions of this handbook.

AT-WILL EMPLOYMENT

The relationship between the employee and the Company is for an unspecified term and considered employment at-will. This means that the Company can change the terms and conditions of employment with or without notice, with or without cause, including, but not limited to termination, demotion, promotion, transfer, compensation, benefits, duties and location of work. Nothing in this handbook or in our benefit plans is intended to create, expressly or by implication, a contract, guarantee of continued employment for any specified period of time, or guarantee that benefits will not be changed or discontinued. The employment relationship with any employee can be terminated at will, either by the employee or the Company with or without cause or advance notice. No one other than the Principal has any authority to alter the “at-will” relationship. This policy of at-will employment can only be changed by an express written agreement signed by the Principal of the Company.

EQUAL EMPLOYMENT OPPORTUNITY

The Company is committed to equal employment opportunity for all qualified persons, without regard to race (including traits associated with race, including but not limited to, hair texture and protective hairstyles), color, national origin, ancestry, sex, religion, creed, age (40 or above), gender, mental or physical disability, past or present membership in uniformed service, application for membership in the uniformed service, medical condition (as defined under state employment laws), pregnancy, marital status, citizenship, sexual orientation, gender identity or expression, or any other status or characteristic protected by applicable law. This applies to all employment practices, including recruitment, hiring, compensation, leaves of absence, lay off, placement, Company benefits, promotions, demotions, transfers, training, disciplinary action, and termination. To the full extent required by applicable law, the Company will provide reasonable accommodation to any qualified employee or applicant with a known physical or mental disability.

This policy applies at all locations where Company business is conducted, including, but not limited to, the Company's facilities and worksites, and at the facilities and worksites of clients of the Company, and in any work-related setting, including during business meetings, business travel and business-related social events. The Company requires all of its employees, including supervisors and managers, to comply with this policy when dealing with any individual or business with whom its employees come into contact in connection with Company business. The Company prohibits all employees (including coworkers, supervisors, and managers) and third parties, with whom a Company employee comes into contact, from engaging in conduct prohibited by this policy.

In furtherance of this policy, the Company will not permit the use of racial, religious, age related, sexual or ethnic epithets, innuendos, slurs or jokes within its facilities. Epithets, innuendos, slurs or jokes related to membership in any of the above listed categories are totally prohibited. All employees (including supervisory personnel) shall conduct themselves in a totally professional manner and shall refrain from sexual advances, verbal or physical conduct of a sexual nature, or requests for sexual favors. Any employee who violates the above policy and the Company's commitment to equal employment opportunity shall be subject to immediate discipline, including discharge.

We expect all employees to show respect towards all other employees, and to demonstrate a commitment to the Company's equal opportunity objectives. If you observe or are subjected to any conduct that may be a violation of this policy, or if you believe that the policy has been violated or have any question regarding this policy or any conduct, you should report it immediately to your supervisor or Human Resources.

Employees may also call the We Want to Know Hotline at (800) 990-8384. The Company will promptly investigate any complaint and take appropriate corrective action, including disciplinary measures when justified to remedy violations of this policy. All complaints will be promptly handled and thoroughly investigated in an impartial and timely manner by qualified personnel who will reach reasonable conclusions based on the information collected in the investigation.

To the extent possible and consistent with a fair investigation, complaints will be kept confidential. Violation of this policy may result in disciplinary action, up to and including termination.

The Company prohibits retaliation against any employee for reporting conduct in violation of this policy or for assisting or participating in any investigation of any complaint pursuant to this policy.

IMMIGRATION LAW COMPLIANCE

The Company is committed to full compliance with the federal immigration laws, and will not knowingly hire or continue to employ anyone who does not have the legal authorization to work in the United States. At the time of initial hire, employees must provide proof of their legal authorization to work in the United States within three days of their date of hire. If the required proof is not provided, we will terminate the employee as required by law. Employees who were hired with documentation indicating an expiration date to their work authorization period must provide an updated work authorization prior to the expiration date. Failure to provide evidence of renewal or eligibility to continue to work in the United States will result in termination.

POLICY AGAINST HARASSMENT

The Company is committed to providing a work environment that is free of unlawful discrimination and harassment. In keeping with this commitment, the Company will not tolerate harassment for any reason by supervisor/managers, co-workers or others.

Harassment can take many forms including, but not limited to, harassment based on race (including traits associated with race, including but not limited to, hair texture and protective hairstyles), religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition (as defined under employment laws), genetic information, marital status, reproductive health decision making, sex, pregnancy, gender, gender identity, gender expression, age (40 or above), sexual orientation, or military and veteran status. This policy is intended to prohibit offensive conduct, either physical or verbal, that threatens human dignity and employee morale and that interferes with a positive and productive work environment. Such conduct will result in disciplinary action up to and including termination of employment.

Sexual and other harassment based on protected characteristics is unlawful. Such prohibited conduct has no legitimate business purpose and exposes not only the Company, but also the individuals involved in such conduct, to significant liability under the law. Accordingly, the Company is committed to vigorously enforcing this policy at all levels.

In keeping with this commitment, the Company maintains a strict policy prohibiting unlawful harassment, including sexual harassment. This policy applies to all employees, including supervisor/managers and non-supervisory employees, applicants, volunteers, interns and persons providing services pursuant to a contract (hereinafter, collectively, “covered persons”).

Thus, personnel at all levels have the obligation to avoid any act or actions that may suggest harassment.

Prohibited Conduct

The Company prohibits unlawful harassment in any form, including:

- VERBAL CONDUCT such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations or comments, in violation of the Company's Equal Employment Opportunity policy.
- VISUAL CONDUCT such as derogatory posters, cartoons, drawings, or gestures.
- PHYSICAL CONDUCT such as assault, blocking normal movement, or interference with work directed at an employee because of the employee's gender or other protected basis, as described in the Company's Equal Employment Opportunity policy.
- THREATS AND DEMANDS to submit to sexual requests in order to keep a job or avoid some other loss, and offers of job benefits in return for sexual favors.

Sexual harassment constitutes unlawful discrimination under federal, state, and local laws. Sexual harassment is defined in the Equal Employment Opportunity Commission Guidelines as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to the conduct is made a term or condition of employment;
- Submission to, or rejection of the conduct is used as the basis for employment decisions affecting the harassed employee; or
- The harassment has the purpose or effect of unreasonably interfering with an employee's work performance, or creates an intimidating, hostile or offensive work environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, examples of these behaviors include but are not limited to:

- unwanted sexual advances or requests for sexual favors;
- sexual jokes and innuendo;
- verbal abuse or advances of a sexual nature;
- commentary about an individual's body, sexual prowess or sexual deficiencies;
- leering, catcalls or touching;
- insulting or obscene comments or gestures;
- display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and
- other unwelcome physical, verbal or visual conduct of a sexual nature.

Employees who violate this policy are subject to discipline, up to and including warnings, reprimands, suspension, and/or discharge.

No employee, including any administrator, department head, or supervisor/manager, shall threaten or insinuate, either explicitly or implicitly, that a covered person's refusal to submit to sexual advances will adversely affect the individual's employment, compensation, advancement, assigned duties, or any other term or condition of employment or career development.

Harassment based on any other protected characteristic is likewise strictly prohibited. Such unlawful harassment may include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of their race, color, religion, sex, national origin, age, disability, citizenship, marital status, sexual orientation, gender identity or expression, or any other characteristic protected by law that:

- has the purpose or effect of creating an intimidating, hostile or offensive work environment;
- has the purpose or effect of unreasonably interfering with an individual's work performance; or
- otherwise adversely affects an individual's employment opportunities.

This policy prohibits unlawful harassment, discrimination and retaliation, whether engaged in by co-workers, supervisor/managers or others. This policy prohibits unacceptable conduct in all interactions arising from the employment relationship, including those in the workplace, in any work location, and in any work-related setting, including during business meetings and business-related social events.

Any covered person who believes they has been subjected to harassment by a coworker, supervisor/manager or visitor, or is a witness to such harassment or has information regarding such harassment, must immediately report the facts of the incident or incidents and the names of the individuals involved to the employee's supervisor, manager, the 9Dot Human Resources Department, the Principal or the Title IX coordinator, as applicable. Employees may also call the We Want to Know Hotline at (800) 990-8384.

The Company will immediately investigate any complaint and take appropriate preventive and/or corrective action. All complaints will be promptly handled and thoroughly investigated in an impartial and timely manner by qualified personnel, including the Title IX coordinator, as applicable, who will reach reasonable conclusions based on the information collected in the investigation. To the extent possible and consistent with a fair investigation, all complaints will be kept confidential.

The federal and California state discrimination laws are enforced by the Equal Employment Opportunity Commission and the California Civil Rights Department, respectively, which have their own complaint procedures and the authority to award legal remedies. **For California employees, the California Civil Rights Department can be reached at 800-884-1684. An online training course regarding sexual harassment prepared by the California Civil Rights Department is available at https://calcivilrights.ca.gov/SHPT.**

Employees who have questions about this policy or conduct or statements are expected to immediately discuss with Human Resources.

Retaliation against an employee for making a good faith complaint or bringing such conduct to the attention of the Company or for participating in an investigation, proceeding, or hearing conducted by the Company is also a violation of this policy and will not be allowed. Violation of this policy may result in disciplinary action, up to and including termination. Additionally, making false and malicious statements is also a basis for discipline, up to and including termination.

SECTION 2: COMMUNICATION

OPEN COMMUNICATION

To facilitate opportunities for development and goal achievement for our employees, the Company is committed to provide a communicative working climate. Our practice is to treat each employee as an individual and to develop a spirit of teamwork - individuals working together to attain a common goal.

The Company has an open-door policy to discuss any job concerns. In most cases, it is preferable for you to use the normal chain of command to communicate your concerns to management, and talk with your immediate supervisor first. However, there may be times when you would feel more comfortable talking to Human Resources or your manager. In this circumstance, you are encouraged to use those avenues to discuss directly with them any concerns you have about Company policies, job assignments, working conditions, or any question or problem that may affect your performance or relationship with the Company.

We firmly believe that with direct, open communication, we can continue to work directly to resolve any difficulties that may arise, and develop a mutually beneficial relationship.

PROBLEM RESOLUTION PROCEDURE

The Company recognizes that employees may have questions or problems regarding their work, working conditions, policies, procedures or other work-related issues. In order to actively encourage employees to express their concerns and to seek resolution of their questions, the Company has established a problem resolution procedure for all employees. The Company is anxious to have employee problems resolved as quickly as possible and in a considerate manner, FREE FROM REPRISAL OR RECRIMINATION FOR USING THE PROCEDURE.

The following informal procedure should be followed as appropriate:

- The issue should initially be raised verbally by the employee to the person or persons involved. If the issue cannot be resolved, present the issue to your immediate supervisor or manager. Experience has shown that most, if not all, problems can be resolved through frank and open discussion between the employee and the supervisor or manager.
- If the issue is not resolved to the employee’s satisfaction through discussion with the manager, present the complaint in writing to 9Dot Human Resources Department.
- If you still are not satisfied with the Human Resource’s decision, you can utilize the Mutual Agreement to Mediate/Arbitrate. However, you must do so within the time periods set forth in that agreement. Your failure to comply with all of the required procedures including, but not limited to, the time and notice requirements, contained in the Mutual

Agreement to Mediate/Arbitrate, may result in your waiver of your right to proceed in arbitration or in court regarding any dispute, issue, or claim covered by the Agreement.

ARBITRATION

An arbitration agreement is included in your orientation packet for you to sign. Binding arbitration is a means of resolving disputes between the Company and an employee. It is a process in which a professional arbitrator resolves or decides the dispute, and both parties agree to follow the arbitrator's findings. If the matter is not resolved, it must be submitted to and determine exclusively by final and binding and private arbitration under the Federal Arbitration Act, conducted in conformity with the then-current JAMS Employment Arbitration Rules and Procedures, a copy of which may be obtained at www.jamsadr.com or upon request by the employee, through 9Dot Human Resources Department. Submission of a claim for arbitration ("Written Demand for Arbitration") must be in writing and must describe the factual basis of all claims asserted. The arbitration shall be conducted before a single Arbitrator.

COMPANY BULLETIN BOARDS

Posted information on Company bulletin boards is for the benefit of all employees. You will find posters that explain state and federal laws, as well as updated information about Company policies and procedures. You are responsible for checking Company bulletin boards on a regular basis and for reading all posted materials. Please do not post, remove or alter materials on the bulletin boards at any time, without approval from Human Resources.

SOLICITATION AND DISTRIBUTION OF LITERATURE AND INFORMATION

It is the Company's intent to provide a productive workplace for employees and a workplace free of litter. As a result, the Company has adopted the following rules regarding solicitation and distribution of literature:

- No outsiders shall be allowed to solicit or distribute materials on Company premises.
- Employees shall not engage in solicitation of any kind during working time.
- Employees shall not distribute literature of any kind during working time.
- Employees shall not distribute literature of any kind in working areas at any time.

Distribution includes but is not limited to brochures, pamphlets, posters, email, fax, and other forms of communication.

"Working time" includes the working time of both the employee doing the soliciting and distributing, and the employee to whom the soliciting and distributing is being directed. "Working time" does not include time allotted for rest or meal periods or periods before or after work.

“Working areas” means any area of the premises where employees are performing work, excluding, for example, break rooms, restrooms, and parking lots. Employees who are unclear as to whether an area is a work or non-work area should consult with a supervisor for clarification. All-staff email or literature distributions must be cleared by Human Resources. This policy is not intended to restrict communications or actions protected or required by state or federal law.

EMAIL, INTERNET AND ELECTRONIC COMMUNICATIONS, AND EMPLOYEE PRIVACY

The Company has specific agreements for the use of its computer network and internet. In addition, when using Company facilities or communication systems, there should be no expectation of privacy in the use of Company property or facilities including:

- Mail, faxes, or deliveries to Company location
- Desks, storage areas, lockers and other Company spaces and materials
- Cars located on Company property
- Packages, articles or other containers brought into the Company
- All Company computers, voice mail, electronic mail and messaging systems
- All outside internet connections used for Company business or accessed by a Company computer

Also Included with the New Hire Orientation Packet are:

- Computer Network/Internet Acceptable Use Regulations
- Computer Network/Internet Acceptable Use Contract
- Employee Privacy Policy

If you have not received copies of these documents, please obtain them from Human Resources.

SECTION 3: COMPENSATION

CLASSIFICATION OF EMPLOYEES

The Company classifies employees in a number of different ways, as follows:

Introductory Employee- You are considered to be an introductory employee if you are within the first ninety (90) days of employment (or any extension of that period).

Regular, Full-Time Employee- You are considered to be a regular, full-time employee if you have satisfactorily completed the introductory period and are regularly scheduled to work thirty (30) hours or more per week. Regular, full-time employees qualify for holiday, Personal Time Off (Wellness Hours) pay and other designated Company benefits.

Regular, Part-Time Employee- You are considered to be a regular, part-time employee if you have satisfactorily completed the introductory period and are regularly scheduled to work less than thirty (30) hours per week. Regular, part-time employees, depending on your employment status, may be eligible for certain Company benefits.

Temporary Employee- You are considered to be a temporary employee if employed for a limited period of time, or on an as needed on-call basis. Temporary employees, depending on your employment status, may be eligible for certain Company benefits. An employee will not change from a temporary status to another status unless notified in writing.

Seasonal Employee- You are considered to be a seasonal employee if you perform labor that, by its nature, is not performed continuously throughout the year and may only be performed at certain times during the year. Seasonal employees, depending on your employment status, may be eligible for certain Company benefits. An employee will not change from a seasonal status to another status unless notified in writing.

Exempt Employee- Exempt employees do not have limits on the hours that may be worked in a given workweek and are expected to work the hours needed to accomplish their job responsibilities. Exempt employees are not covered by the overtime provisions of state and federal law, and are, therefore, not eligible for overtime pay.

Non-exempt Employee- Non-Exempt employees are eligible to receive overtime pay, if applicable, in accordance with the provisions of state and federal law. For these employees, an accurate record of actual time worked is required.

Off the clock work is strictly prohibited. Any non-exempt employee found to have worked off the clock will be paid for all time worked and subject to discipline, up to and including termination. The Company also strictly prohibits any supervisor/manager from forcing, directing, coercing, requesting, condoning, or otherwise permitting a non-exempt employee to work off-the-clock. Any employee who receives an instruction to work off-the-clock should disregard the instruction, record all hours worked, and report the incident to 9Dot Human Resources immediately.

PAY PROCEDURES

The workday for payroll purposes is defined as a consecutive twenty-four (24) hour period that begins at 12:00 AM each day. The work week for payroll purposes is seven (7) consecutive days, from 12:00 a.m. each Saturday to 11:59 p.m. the following Friday. Calculations for overtime pay are based on these definitions.

Normal business hours are 8 a.m. - 5 p.m., Monday through Friday. Non-exempt employees will be assigned a work schedule during specific hours, which normally does not exceed eight (8) hours per day. There will be no exceptions, unless approved in advance by management. Hours worked in addition to an employee's normal schedule may be worked only with the employee's supervisor/manager's permission.

A pay period is a two-week period of time that is defined by the Payroll Department on an annually published payroll schedule. Employees are paid on the Friday following the end of each pay period. Payroll deductions for federal and social security taxes, as well as Medicare are required by law.

Payroll Deductions Required by Federal and State Law:

- Federal income
- State income (if applicable)
- Social Security
- State disability insurance (if applicable)
- Medicare Unemployment

No other deductions will be made unless authorized in writing by the employee, or required or allowed by law, contract, or employee obligation. For a more complete list and details, please contact your Payroll Department.

You may also sign up for direct deposit to your checking or savings account. To enroll in direct deposit, you must designate this in Workday or contact the Payroll Department.

For weeks in which a Company holiday occurs, the payroll schedule may vary. Notification of changes will be provided. Please contact the Payroll Department for a current bi-weekly payroll schedule.

If you discover a mistake in your paycheck, lose your paycheck or have it stolen, notify the Payroll Department immediately. The Company seeks to promptly correct errors.

If you have any questions about your paycheck, your rate of pay or other compensation issues, please discuss those with your supervisor or the Payroll Department.

INCENTIVE PAY

Company staff may be eligible for discretionary incentive pay based on their position and compensation package offered for an applicable school year. Additional information may be

obtained from your supervisor. Staff must be currently employed in a Regular Full Time or Regular Part-Time capacity at the time of the payout to be eligible to receive any incentive pay.

Continued employment as a Regular Full-Time or Regular Part-Time employee during the applicable school year and on the calculation and payout dates are a condition to earning the discretionary incentive pay. Staff will not be eligible for discretionary incentive pay if they leave the Company for any reason prior to the calculation and pay out date of the discretionary incentive pay. Incentive programs are subject to review each year at the sole discretion of the Company and are not guaranteed. Employees will be notified if they are eligible, and of their eligibility requirements. Eligibility for incentives is at the discretion of the Supervisor and can be withheld due to disciplinary, performance or other issues at the sole discretion of the Company.

MEAL AND REST PERIODS

Meal and rest periods are intended to provide employees an opportunity for rest and relaxation. Accordingly, they should be taken away from employee work areas and employees are not permitted to perform any duties during such periods or work “off the clock.” Meal and rest periods cannot be used to shorten your workday or be accumulated for any other purpose.

Non-exempt employees are provided with meal and rest periods in their workday as follows:

Meal Periods:

- An unpaid meal period of at least thirty (30) minutes is provided for non-exempt employees who work more than five hours per workday.
- A meal period may be voluntarily waived, as permitted by law.
- A meal period may not be extended beyond the assigned time period. Check in with your supervisor regarding the length of your meal period.
- Meal periods are unpaid and must be recorded as “Lunch Out/In” on the non-exempt timesheet.

Employees may not leave early or arrive late in place of taking a meal period or break.

Meal periods are not paid. It is the employee’s responsibility to remember to take meal periods. During meal periods, the employee is not to perform any work duties and is free to leave the premises and perform personal activities. Non-exempt employees must accurately record when they begin their meal period and when their meal period ends.

Based on business needs, the duration and time of meal periods may be changed, consistent with applicable laws. The Company will provide notice of any such changes.

Employees should review the Addendum for the meal-period requirements applicable to them.

Rest Periods:

- All non-exempt employees who work at least three and one half (3½) hours in a work day are authorized and permitted to receive one ten (10) minute paid rest period for each four (4) hours, or major fraction thereof worked.
- Rest periods may not be combined with the meal period or used for make-up time.

Employees are expected and encouraged to take all rest and meal periods, and be fully relieved of duty during those times. Employees on meal or rest periods are not permitted to interfere with other employees who are continuing to work.

Time spent on rest periods will be compensated as working time, and nonexempt employees are not required to sign out and in on their timesheets. However, employees are expected to be punctual in starting and ending all meal and rest breaks. It is the employee's responsibility to remember to take these rest breaks.

If any supervisory employee discourages an employee from taking a meal period and/or rest period, or does anything to impede their ability to take a meal period and/or rest period, the employee must notify Human Resources immediately.

TIME RECORDS

A non-exempt employee's time card is the record of hours worked upon which a payroll check is based. Care must be taken to see that the time card is prepared accurately and submitted by the employee. A paycheck cannot be accurately prepared unless a time card is accurately submitted by the employee for the supervisor/manager's approval.

On a daily basis all non-exempt employees must accurately record their actual times (i.e., in and out times) when beginning work and ending work each work day, and when beginning a meal period and ending a meal period. All non-exempt employees must clock out their actual time whenever leaving the premises and upon return to the work premises, unless when leaving the work premises on authorized business or when on a paid rest period. (For example, 8:03 am, rather than 8:00 am, and 4:59 pm, rather than 5:00 pm, if accurate.)

It is the employee's responsibility to submit complete and accurate time records. By signing the time record, the employee affirms that it accurately reflects the hours worked, whether it is regular or overtime, and any absences from work.

When completing a time record, do the following:

- Be sure time record accurately reflects all time worked
- Be sure all meal breaks taken are accurately recorded.

Ten (10) minute rest periods do not need to be recorded.

Theft of time is a serious offense. Altering, falsifying or tampering with time records, recording time on another employee's time record, or signing in or out for another employee may result in disciplinary action, up to and including termination of employment.

OVERTIME AND MAKE-UP TIME

Overtime

From time to time, non-exempt employees may be asked to work beyond their normally scheduled hours or on a regularly scheduled day off. Non-exempt employees may be required to work overtime, according to the needs of the Company. For all overtime hours worked, employees will be paid in accordance with state and federal laws. All overtime must be approved in advance by the supervisor. Employees who work overtime that had not been authorized in advance will be paid for the time worked, but will be subject to disciplinary action, up to and including termination.

Exempt employees are expected to work the hours that will ensure all projects are completed in a timely manner, which may require working beyond a normal work day or week or beyond normal office/company hours.

PERFORMANCE EVALUATIONS

A performance evaluation is a formal method of planning, monitoring, evaluating and recognizing work performance. It is a way of communicating performance expectations, and of receiving feedback from your supervisor. Generally, evaluations occur annually. Salary increases are not guaranteed, and are impacted by several factors which may include, but are not limited to: quality and quantity of work, teamwork and personal growth. The general economic conditions, current industry standards, and Company business needs may also influence our salary practices.

INTERNAL JOB OPENINGS

As a general practice and at the sole discretion of the Company, most job openings will be posted for the staff via email, as they become available. In some cases, positions may be filled without an internal email notice. Whenever practical, internal candidates will be given first consideration for posted positions. For more information on how to apply or the eligibility requirements, please see your supervisor or 9Dot Human Resources Department.

PROMOTIONS AND TRANSFERS

It is the Company’s intent to fill job openings from within the Company whenever practical and appropriate, and to give qualified employees the first opportunity to apply for promotions and job transfers. At the Company’s discretion, most jobs are posted internally before outside recruiting begins. However, because of the experience, skills, and educational requirements of many jobs, promotions and transfers from within the Company are not always possible.

To be considered for a posted position, an employee must have completed six months in their current job and should submit an Internal Job Application available from 9Dot Human Resources Department. Factors that may be reviewed in considering an employee for a promotion or a transfer might include the employee's past and current performance, experience, attitude, qualifications, potential for growth, and length of service. The Company reserves the right, at its sole discretion, to promote, demote, transfer, and modify positions, as needed, to meet the demands of our changing work environment.

SECTION 4: BENEFITS

GROUP INSURANCE PLANS

All full-time employees who work and are regularly scheduled to work thirty (30) or more hours per week are eligible to participate in the Company's group insurance plans.

Currently, the Company pays for a portion of the premiums for insurance coverages. Employee contributions to the plan are paid by payroll deduction, which must be authorized in writing at the time of eligibility.

Detailed information about eligibility, coverage, limitations, exclusions, co-insurance amounts, deductibles, premiums, and dependent eligibility will be made available to you at the time you become eligible for coverage. Contact 9Dot Human Resources Department for further assistance.

CONTINUATION OF BENEFITS

Under the federal Consolidated Omnibus Budget Reconciliation Act (COBRA), employees and qualified beneficiaries may be eligible to continue their group medical and dental insurance benefits at the full cost of the Company group rate plus an administrative fee.

The length of COBRA continuation coverage, up to a maximum of thirty-six (36) months, will be determined by the applicable qualified event.

Qualifying Events include:

- Death of the covered employee
- Termination of employment (other than for gross misconduct) or reduction of hours worked, which renders the employee ineligible for coverage
- Divorce or legal separation
- A dependent child reaches the maximum age allowed under the group plan

At or about the time of termination, or other qualifying event, you will receive notice of continuation information, time limits and procedures.

It is your responsibility to maintain your portion of the benefits premiums if conversion is elected.

SECTION 125 TAX REDUCTION PLAN FOR EMPLOYEE BENEFITS INSURANCE PREMIUMS

The Company is able to offer eligible employees the ability to pay for their insurance premiums with “before tax” dollars rather than “after tax” dollars. As you become eligible for these benefits and you elect to cover yourself, and/or your eligible family members, you will become a plan participant of our “Section 125” Tax Reduction Plan. A plan summary will be made available to you when you enroll for insurance.

RETIREMENT PLAN

The Company recognizes the efforts of its employees and wishes to encourage planning for their retirement years by permitting employees to participate in a retirement savings plan.

For additional plan information and eligibility requirements, please contact the 9Dot Human Resources Department, or refer to your Summary Plan Description (SPD).

WORKERS’ COMPENSATION INSURANCE

The Company, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers’ compensation benefits provided to injured employees may include:

- Medical expenses
- Benefits to replace lost wages
- Assistance to help qualified injured employees return to suitable employment

To ensure that you receive any workers’ compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor
- Seek medical treatment and follow-up care if required
- Complete a written Employee’s Claim Form (you may obtain one from 9Dot Human Resources Department) and return it to Human Resources
- Provide the Company with a certification from a health care provider in the Medical Provider Network (MPN), or your pre-designated health care provider regarding the need for workers’ compensation disability leave, as well as your eventual ability to return to work from the leave.

Workers’ compensation fraud is illegal. Any person who files or contributes to the filing of a fraudulent workers’ compensation claim may be subject to imprisonment in state prison, or by fine, or by both. Where the Company has reason to believe that fraud has occurred, the

Company has an obligation to cooperate with the appropriate legal authorities to take action against the fraud. The following are examples of illegal activities:

- Filing a claim for an injury or illness that does not exist
- Pretending that an injury happened at work when it really happened off the job
- Making a false statement to support another employee's claim for workers' compensation benefits.

SOCIAL SECURITY

All employees of the Company are covered under the provisions of the Federal Social Security law. Social Security benefits are intended to supplement your family's retirement income and provide disability and survivors' benefits. The amount of deduction from your wages for Social Security taxes is matched by the Company. The total contribution by you and the Company is credited to your social security account.

Detailed information about your social security benefits can be obtained from the Social Security Administration.

HOLIDAYS AND HOLIDAY PAY

Regular full-time and regular part-time employees who work and are normally scheduled to work at least twenty (20) hours each workweek, and who have completed at least thirty (30) days of continuous service, will be eligible to receive holiday pay. Temporary employees are not eligible for holiday pay.

The schedule of holidays that the Company will observe during each school year will be published by Human Resources before the beginning of the school year. The schedule for the current school year is published in the Public Folders of Microsoft Outlook, or you may request a copy from Human Resources. The holiday schedule is subject to change at the Company's discretion.

The following general provisions apply to holiday pay:

- Holidays will be observed on the calendar day(s) designated by the Company for observance.
- To be eligible for holiday pay, employees must work their last scheduled workday before the holiday and their first scheduled workday after the holiday, unless an employee is out with Wellness Hours as approved by their supervisor, or unless otherwise excused with prior approval by Human Resources.
- Employees on leaves of absence are not eligible for holiday pay on holidays that are observed during the period they are on unpaid leave.

- If a holiday falls during an employee's period of approved paid time off, the employee will receive holiday pay, and will not be charged for paid time off on the day the holiday is observed.
- Holiday pay will not count as hours worked, including for the calculation of overtime.
- Holidays are paid at your normal rate of pay for the number of hours you are regularly scheduled to work. Eligible regular part-time employees are eligible for holiday pay only when a holiday falls on a regularly scheduled workday.
- Temporary employees are not eligible for holiday pay.

LEAVES OF ABSENCE

During your employment with the Company, you may find it necessary to request a leave of absence. Under federal and state laws, there are a number of leaves permitting time off. Personal leaves may also be requested, but this type of leave may not protect your position within the Company.

In the Addendum packet and on the following pages, you will find specific information about the leaves that are available.

This will include:

- How to request a leave
- The eligibility for leave
- The length of time you may request
- Whether your leave will be paid or unpaid
- What documents you must present for leaves, including medical and family leaves
- What documents or releases are necessary before you return to work

The following general provisions apply to leaves of absence:

- Employees on medical, pregnancy-related disability, family medical or workers' compensation leaves of absence must provide written certification from their treating health care provider, and recertification, as permitted by law.
- A request for an extension of a leave of absence must be made with Human Resources prior to the expiration date of the original leave, and when appropriate, must be accompanied by documentation, e.g., a treating health care provider's written statement, that certifies the need for the extension.
- Failure to return to work on the first workday following the expiration of an approved leave of absence will be considered a voluntary resignation.
- During an approved unpaid leave of absence, service time or benefits shall not accrue, except as provided specifically under Company policy or as required by law.
- Eligibility for continued coverage under the Company's group insurance plans will be determined based on the type of leave. Details will be explained to eligible employees at the time of leave.

- To continue coverage under the Company's group insurance benefit programs, an employee granted a leave of absence must make pay arrangements for group insurance premiums before going on a leave of absence. Failure to pay your employee share of the premium may result in loss of coverage. Certain types of leaves preclude cancellation of coverage, even if premiums are not paid by the employee. Employees who fail to return to work at the end of an approved leave of absence may be required to reimburse the Company for group insurance premiums paid by the Company during the period of time that the employee was on leave.
- The Company reserves the right to permanently replace an employee during a leave of absence, as permitted by law.
- Employees on leave of absence may be subject to layoff on the same basis as active employees.
- The Company may hold in abeyance or proceed with any counseling, performance review or disciplinary action, including discharge, that was contemplated prior to any employee's request for, or receipt of a leave of absence, or for reasons that have come to the Company's attention during the leave. If any action is held in abeyance during the leave of absence, the Company reserves the right to proceed with the action upon the employee's return.
- Requesting or receiving a leave of absence in no way relieves employees of their obligation while on the job to perform their job responsibilities and up to the Company's expectations, in accordance with applicable law, and to observe all the Company rules, policies and procedures.
- As permitted by law, employees on leave of absence must communicate with the Company on a regular basis, at least once every thirty (30) days of absence, unless otherwise instructed by the Company, regarding their status and anticipated return to work date, unless excused in advance.
- Employees who return to work from a medical, pregnancy related disability, family medical, or workers' compensation leave of absence may be required to submit to a physical examination, at the Company's expense.
- Employees who seek to return to work from a medical, pregnancy related disability, family medical, or workers' compensation leave of absence may be required to submit medical certification from the employee's health care provider supporting the employee's release to work and any applicable restrictions, if any.
- Employees on leave of absence who seek or accept work or other employment, whether or not for compensation, during the leave without the Company's prior written approval will be considered as resigned from the Company.
- Employees timely returning from a medical leave that is satisfying the requirements of Federal Family and Medical Leave Act (FMLA) are entitled to reinstatement to the employee's original or equivalent position if available.
- Service time, benefits or Wellness Hours do not accrue during leaves of absence unless Wellness Hours are used, and holidays are not paid during unpaid leaves of absence.
- Employees who falsify the reason for their leave of absence may be subject to disciplinary action, up to and including termination of employment.

- All foreseeable leaves of absence must be approved in advance, in writing, by Human Resources.
- Use of Wellness Hours – Leaves of absence in excess of available, accrued Wellness Hours time will be without pay to the extent authorized by law.
- Where employees are eligible for a leave under any leave of absence provided by the Company, the California Family Leave policy, and/or the Family and Medical Leave policy, the leaves will run concurrently.

TIME OFF FOR RELIGIOUS REASONS - WELLNESS HOURS

It is the Company's intent to reasonably accommodate the known religious observances and practices of employees, when to do so would not impose an undue hardship on the Company. Please talk to your supervisor if you need to take time away from work for religious reasons. Your time away from work will be unpaid, unless there is accrued available Wellness Hours.

TIME OFF TO VOTE

If you are a registered voter and do not have enough time outside of working hours to vote in a state-wide election, you may take time off work to vote. Up to two (2) hours may be taken in order to vote in a state-wide election without loss of pay. The requested time off should be at the beginning or the end of the work schedule in order to minimize the length of time needed. Employees must request time off to vote at least two working days prior to the election, and must justify to management that time off is really necessary. Because the polls are generally open for extended periods, you are encouraged to vote before or after work.

UNEMPLOYMENT INSURANCE

The Company pays unemployment insurance taxes on your behalf to both the state and federal governments. These taxes fund the payment of unemployment insurance benefits to you should you become eligible to receive them. In most cases, you must file a claim in order to collect benefits.

SECTION 5: PERFORMANCE STANDARDS

WORK RULES AND PERFORMANCE STANDARDS

In order to align with our Company's core values of mutual trust and mutual respect, we all must conduct ourselves in a professional manner at all times.

It is not possible to provide a complete list of every work rule or performance standard. As a result, the following list is illustrative rather than exhaustive, and is not inclusive of all behaviors which may potentially result in disciplinary action, as the Company may determine, up to and including termination of employment. This disciplinary policy creates no contractual rights for continued employment or termination only for cause, and does not modify the Company's policy of at-will employment.

Job Performance

An employee may be disciplined for poor job performance, as determined by their supervisor. Some examples of poor job performance are as follows:

- Below expected work quality or quantity.
- Poor attitude, rudeness or offensive behavior.
- Inability or unwillingness to perform the duties assigned to you in a satisfactory manner.
- Excessive or unexcused absenteeism and/or tardiness, absence from assigned duties without permission, or failure to comply with attendance standards or procedures, or failure to timely return to work as scheduled after an approved leave of absence.
- Failure to timely and fully comply with Company policies, procedures, instructions or standards.

Misconduct

Some examples of misconduct are as follows:

- Behavior or an omission which interferes with operations or brings discredit on the Company.
- Violation of the Company's policies against discrimination and/or harassment.
- Violation of the Company's alcohol, drugs and controlled substances policy.
- Falsification of or omission from employment applications, time records, expense reports or other Company records or reports.
- Failure to timely report a work-related accident to your supervisor or giving misleading or false information during an investigation.

- Theft, misappropriation, destruction or unauthorized possession of Company or others' records, property or equipment, or any form of dishonesty.
- Behavior which endangers or threatens the safety, health or well-being of fellow employees, students, or the public. Behavior which violates the safety standards established by the Company, including fighting or attempted bodily injury, possession of a weapon (or any part thereof) or the use of profane, abusive or threatening language or conduct.
- Illegal or unlawful conduct, which may cause the employee to be regarded by the Company as unsuitable for continued employment or cause a person to become concerned for their safety.
- Insubordination, including, but not limited to, refusal to comply with instructions from a supervisor.
- Divulging or using confidential or proprietary information about the Company's business activities, plans, employees or student information to unauthorized persons, entities, or sources.
- Soliciting, procuring, or engaging in immoral or indecent conduct during working hours or at any time at any work or work-related locations.
- Making malicious, false, profane, insulting, or derogatory statements that may damage the integrity or reputation of the company, its services, students, or employees.

This list is not inclusive of all performance and misconduct issues.

ATTENDANCE

At the time of hire, you were advised of your daily work schedule. Because co-workers and students at the Company depend on you, it is important that you arrive at work on time and perform your job duties until the end of your assigned work schedule.

From time to time, it may be necessary for you to be late or absent from work. The Company recognizes that emergencies, illnesses, or pressing personal business that cannot be scheduled outside of your work hours may occur. If you are unable to report to work or are going to be late, you must call or email your supervisor as early as possible before your scheduled start time, with the reason for your absence or tardiness, the time you expect to be at work, and a telephone number where you can be reached. If you are unable to call or email your supervisor, you are responsible for having a representative notify your supervisor as required under this policy. Whenever possible, and before your scheduled time, you must notify your supervisor IN ADVANCE of any foreseeable or planned absence.

You are responsible for keeping management informed during your absence, and in the case of illness, to provide medical verification when asked to do so.

Excessive absences, tardiness or leaving early can have a very negative effect on your co-workers and productivity. A pattern, or repetition of absences, tardiness or leaving early, or failure to comply with reporting procedures stated above, will be considered a

disciplinary/performance issue, and will subject you to disciplinary action, including termination of employment.

An employee who does not report to work on a scheduled work day or who does not call in to report the absence to their supervisor as required will be considered to have abandoned their employment after three (3) consecutive scheduled days of such absence.

If you are ill while at work or have an emergency necessitating that you leave work early, you must report to your supervisor for authorization before leaving. If your supervisor is not available, contact Human Resources for approval before leaving work.

PERSONAL AND PROFESSIONAL APPEARANCE

The Company requires its employees to present a professional atmosphere at all times and to be role models for our students. Good grooming, a neat, clean appearance, and appropriate attire are essential to presenting a positive impression to our students, clients, vendors and others who frequently visit our facilities. Their impression of the Company is formed by the impression of the people who work here.

Management has the discretion to determine appropriateness in appearance. Employees who do not meet a professional standard may be sent home to change, and will not be paid for that time off.

An employee unsure of what is appropriate should check with their supervisor/manager.

As a guidance, the following will not be deemed appropriate:

- Gym clothes or casual tank tops
- Sheer clothing or midriff-exposing clothing
- Graphics or slogans (The Company or school logos excepted)
- Open-toed shoes or footwear
- Low necklines exposing chest areas or below or high hemlines

CONFIDENTIALITY AND SECURITY

All information regarding the Company and its business plans, curriculum and finances, as well as students and their families must remain strictly confidential. Sensitive information is frequently discussed in meetings in order to meet the individual needs of our students more effectively. However, this information may not be shared with anyone unless there is a business necessity to meet the needs of the student or family.

Any inquiries about the Company, its students, former students, employees, or former employees should be referred directly to the corporate offices. Except with the approval of the Principal or 9Dot Human Resources Department, employees are not allowed to initiate or facilitate contact with the media on the Company's behalf concerning Company affairs, including

policies, services, procedures, or students/employees. All media inquiries should be directed to your direct supervisor and to Human Resources.

The security of Company property is of vital interest to the Company. All employees share responsibility to ensure that proper security is maintained. Company property includes not only tangible property, such as desks and computers, but also intangible property such as information. Of particular importance are proprietary and confidential information. Proprietary and confidential information includes all information obtained by employees during the course of their employment, and any information that is not generally known to the public. Student lists, student files, personnel files, computer records, financial and marketing data, curriculum, instruction materials, notes, correspondence, photos, recordings, and Company trade secrets are examples of proprietary and/or confidential information.

Given the nature of the Company's business, protecting proprietary and confidential information is very important. This information is an important asset of the Company. As a result, employees must not use or disclose any proprietary or confidential information about or relating to the Company they obtain during their employment with the Company, except as specifically required by their jobs in connection with authorized business purposes only. No Company property or information pertinent to the Company or its business or students may be copied or removed from Company facilities (physically, electronically, or otherwise) without the advance permission of an authorized supervisor. This obligation remains even after an employee's employment relationship with the Company ends.

In addition, employees must observe good security practices. Proprietary and confidential information must be kept secure from outsiders, including visitors and all other persons who do not have a legitimate reason to know, see, or use such information. Violations of this policy may result in discipline, up to and including termination of employment. If you discover a violation of this policy or believe that any violation occurred or may occur, you must immediately notify 9Dot Human Resources Department or the Principal if you believe that 9Dot Human Resources Department is involved in the violation.

Nothing in this confidentiality and security policy is intended to or shall be applied to prohibit or in any way restrict employees from discussing with one another, or with third parties who are not competitors of the Company, wages, hours, and other terms and conditions of employment, or to engage in legally-protected disclosure activity, including exercising rights to engage in protected concerted activity and other conduct protected under Section 7 of the National Labor Relations Act. Nor does this confidentiality policy prohibit an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee has reason to believe is unlawful. In addition, an employee shall not be held criminally or civilly liable under any Federal or State trade secret law for the disclosure of a trade secret that is made either: (i) in confidence to a Federal, State, or local government official, either directly or indirectly, or to an attorney, and solely for the purpose of reporting or investigating a suspected violation of law; or (ii) in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal.

EMPLOYEE PRIVACY

The Company maintains and uses many facilities and communication systems, such as telephones, regular mail, special delivery services, e-mail, voice mail, outside internet connection services, fax machines, desktop and laptop computers, etc., which are designated to make the Company's operations effective and efficient. It is important to recognize that these facilities and communication systems are business facilities and systems.

THE USE OF COMPANY FACILITIES OR COMMUNICATION SYSTEMS IS LIMITED TO THE CONDUCT OF COMPANY BUSINESS. PERSONAL USE OF COMPANY FACILITIES OR COMMUNICATION SYSTEMS IS PROHIBITED. EMPLOYEES SHOULD NOT EXPECT PRIVACY WITH RESPECT TO THE USE OF ANY OF THE COMPANY'S FACILITIES OR COMMUNICATION SYSTEMS OR COMPUTERS USED FOR COMPANY BUSINESS.

The Company reserves the right, and will exercise its rights when it determines that appropriate circumstances exist, to do the following:

- Inspect all mail, faxes, or deliveries sent to any Company location, no matter to whom it is addressed.
- Inspect all desks, lockers, and other Company materials and spaces at any Company facility.
- Inspect all cars located on any Company property.
- Inspect all articles, packages, or other containers brought onto or taken from any Company facility.
- Inspect all Company computers (desktop, laptop, digital pads and mainframes), devices, telephones, voice mail, messaging and electronic mail systems and storage systems, including auditing of electronic and voice messages on Company's systems.
- Cancel any employee's privilege to use any or all of its facilities or communication systems.
- Inspect all outside internet connection services, storage systems and I-cloud services, which are used for Company business, paid for by the Company, or accessed by a Company computer.
- Place cameras in the workplace or outside around the workplace, to monitor use of, and activities at the Company premises.

COMPANY PROPERTY

It is the responsibility of any employee at any time upon request of the Company or upon termination of employment, to return all Company property, including all equipment, documents, materials, and information in all forms and copies, whether or not issued by the Company to them at any time during their term of employment that has not previously been returned to the Company. All such property must be returned on or before the last day of work, or at any time upon request. If you wish to keep such property as a laptop or cell phone, you must request and obtain approval and make arrangements to purchase those items from the Company and to

delete all Company information from such items before they are received or given to you. Failure to return Company property may be reported to legal authorities and require you to reimburse the Company for those items.

TELEPHONE USAGE

Use of Cellular Phones

Employees should have no expectation of privacy in using cellular phones issued by the Company for employee use for business purposes. Please exercise good judgment in the use of cellular phones at all times.

Non- exempt employees who use their personal cell phones for business or work purposes must get approval from their supervisor prior to doing so. Non-exempt employees who use their personal phones with Google Voice, VOIP service or personal cell phone usage must only use their phones during their scheduled work shift and must record all time worked on their timesheets. Using phones outside of their scheduled shift hours must be pre-approved by their supervisor as overtime.

Employees whose job responsibilities include regular or occasional driving are expected to comply with State Law as well as Company policy, which prohibits use of hand-held cellular phones while driving. Texting, e-mailing, and use of a GPS navigator on a smartphone or other devices while driving is prohibited. When driving, please do not conduct any Company business on cell phones or other devices unless you are using a hands-free device or unless you safely stop the vehicle before doing so.

Safety must come first before all other concerns. Special care should be taken in situations where there is traffic, inclement weather or when driving in unfamiliar areas. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Use of Company Telephones

Please limit both the frequency and duration of non-business use of Company telephones to emergencies or other urgent matters. You are expected to exercise good judgment in the use of Company phones.

Failure to comply with these policies for Company phone and personal cell phone use may result in disciplinary action, up to and including termination of employment.

DRIVER’S LICENSE AND DRIVING RECORD

Employees whose work requires operation of a motor vehicle must present and maintain a valid driver’s license, proof of insurance and a driving record acceptable to the Company’s insurance carrier. From time to time, employees will be asked to submit a copy of their driving record. Any

changes in your driving record or automobile insurance must be reported to the Company immediately. Failure to do so may result in disciplinary action, up to and including termination.

Employees who cannot maintain adequate insurance or an acceptable driving record as determined by the Company will not be permitted to operate a motor vehicle in the course of their duties. If driving is an essential function of the position, failure to maintain insurance and/or acceptable driving record may result in termination.

All employees driving a vehicle on Company business must immediately report to their supervisor any accident, any moving and/or non-moving violation for which they are cited. The Company accepts no responsibility for citations issued to an employee by any law enforcement agency while driving a vehicle on Company business, except those for mechanical violations on Company owned or leased vehicles. Liabilities created by any citation issued due to driver action will be the responsibility of employees who receive them.

Safety must come before all other concerns. All employees operating vehicles on Company business are required to obey all traffic regulations, and must wear seat belts at all times. Employees are not permitted to use a hand-held cellphone, or read or send email or text messages when driving.

OUTSIDE ACTIVITIES AND BEHAVIORS

While the Company does not seek to interfere with your lawful off-duty conduct, certain types of off-duty conduct may interfere with the Company's legitimate business interests.

Employees are expected to conduct their personal affairs in a manner that does not adversely affect the Company's integrity, reputation or credibility. Off-duty conduct that adversely affects the Company's legitimate business interest or an employee's ability to perform their work will not be tolerated and may result in discipline, up to and including termination.

Participation in social media or websites including, but not limited to Facebook, Instagram, Tik Tok, or Twitter should be restricted to private limited access so that any private and personal conversations and pictures cannot be accessed by anyone other than close acquaintances, and not be made available to students and parents. Posting of students' pictures or information about students, or their families, or the Company or its business, or Company proprietary or confidential information on social media or a personal website is not permitted under any circumstances.

Nothing in this policy is intended to or shall be applied to prohibit or in any way restrict employees from discussing with one another, or with third parties who are not competitors of the Company, wages, hours and other terms and conditions of employment.

SOCIAL MEDIA POLICY

The Company respects employees' rights to use social media sites during their personal time. In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity website, web bulletin or chat room, whether or not associated or affiliated with the Company, as well as any other form of electronic communication.

Because the Company has a duty to its employees and business affiliates to protect them from certain behaviors, the Company believes it is important to have a social media policy and best practices to be followed in such communications.

The same principles and guidelines found in the Company policies apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow employees or otherwise adversely affects clients, students, suppliers, people who work on behalf of the Company or the Company's legitimate business interests may result in disciplinary action up to and including termination.

Inappropriate postings that may include discriminatory remarks, harassment, private health information and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Be Respectful

Always be fair and courteous to fellow employees, clients, students, suppliers or people who work on behalf of the Company. Also, keep in mind that you are more likely to resolve work related complaints by speaking directly with your co-workers, supervisor, or Human Resources than by posting complaints to a social media outlet.

Nevertheless, if you decide to post complaints or criticisms, avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, and threatening or intimidating, that defames employees, clients, or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or company policy or posts revealing a fellow employee's personal protected health information.

Be Honest and Accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be

searched. Never post any information or rumors that you know to be false about the Company, fellow employees, clients, students, students' families, suppliers, people working on behalf of the Company or competitors.

Post Only Appropriate and Respectful Content

Maintain confidentiality and trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, procedures, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. Do not create a link from your blog, website or other social networking site to a Company website without identifying yourself as an employee. Express only your personal opinions. Never represent yourself as a spokesperson for the Company. If the Company is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of the Company, fellow employees, clients, suppliers or people working on behalf of the Company. If you do publish a blog or post online related to the work you do or subjects associated with the Company, make it clear that you are not speaking on behalf of the Company. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the Company."

Refrain from using social media while on work time or on equipment the Company provides, unless it is work-related as authorized by your manager or consistent with the Company Equipment Policy. Do not use Company email addresses to register on social networks, blogs, or other online tools utilized for personal use.

Retaliation Is Prohibited

The Company prohibits taking negative action against any employee for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee who retaliates against another employee for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

For More Information

If you have questions or need further guidance, please contact Human Resources.

SECTION 6: SAFETY

SAFETY

It is the Company's intent to provide a safe and healthy workplace for all employees, and to eliminate work-related injuries and illnesses.

The Company's safety program consists of the following:

- Providing mechanical and physical safeguards as applicable, to the maximum extent possible.
- Conducting periodic safety inspections to find and eliminate unsafe working conditions or practices.
- Training employees in good safety and health practices.
- Providing necessary personal and protective equipment along with instructions for proper use and care.
- Developing and enforcing safety rules, and requiring employees to follow these rules as a condition of employment.
- Investigating promptly and as thoroughly as possible, every known work-related injury or illness to determine its cause and to correct the problem to prevent a recurrence.

The Company's objective is a safety program that will reduce the number of occupational injuries and illnesses to zero. In addition to the general rules stated below, the Company maintains an Injury, Illness and Prevention Program (IIPP) as required by law. If an employee identifies an unsafe condition or occupational safety or health risk, the employee should promptly report the matter to a supervisor or 9Dot Human Resources Department. Employees making any such reports will not be subject to retaliation. All employees have the right to examine and receive a copy of the IIPP by making such a request to 9Dot Human Resources Department, who will then provide a copy of the IIPP to the employee.

All Company personnel must attend fire drills, disaster drills, fire classes, and safety trainings as required by the Company or Center location management. In the event of natural or man-made disasters or events, all employees must comply with instructions issued either by designated Company employees or emergency officials such as those from police or fire departments. Compliance with safety requirements is a condition of employment, and employees who violate safety standards or cause hazardous or dangerous conditions may be subject to discipline, up to and including termination of employment.

INSPECTIONS

It is the Company's intent to maintain a workplace that is free of alcohol, drugs, and other harmful or potentially harmful materials. It is also the Company's intent to protect against the unauthorized removal of Company property and unauthorized access to Company information,

property, records, documents and files. As a result, the Company reserves the right to periodically inspect, with or without advance notice, Company property, including desks, lockers, storage or work spaces, along with any articles, packages, vehicles or materials found in or on Company property at any time. (See full Privacy Policy in Performance Standards Section 5.)

Employees should not assume that any articles, files, vehicles or materials found in or on Company property are private or confidential or that access by management will not occur. Employee entry onto Company property constitutes consent to inspections, and employees who fail to cooperate in any inspection may be subject to disciplinary action, up to and including termination of employment.

ALCOHOL, DRUGS AND CONTROLLED SUBSTANCES

The Company is a drug and alcohol-free workplace. The Company requires you to maintain a high standard of safety, quality, and personal conduct in the workplace or at any work location. In keeping with that standard, it is essential that the workplace and all work locations be kept free of alcohol and drugs. Therefore, the following actions are prohibited:

- Reporting to work under the influence of, or with the presence in your bodily systems of any alcohol, marijuana[1], narcotics, or non-prescribed behavior-modifying, sedative, hypnotic or hallucinogenic drugs (except that effective January 1, 2024, in California, the mere presence of non-psychoactive cannabis metabolites in the bodily system is not prohibited under this policy), ;The illegal use, possession, manufacture, transfer, distribution, purchase, sale or attempted purchase or sale of any alcohol, marijuana, narcotics, or non-prescribed behavior-modifying, sedative, hypnotic or hallucinogenic drugs in any manner during working hours, while on the job, or while engaged in any service on behalf of the company when representing the company, or any time while on property controlled or leased by the Company, including parking lots or Company owned or leased vehicles;The Company will also not tolerate the sale or distribution of a prescribed drug while at work at any location, or at Company premises at any time;

- In any way, using Company property or an employee's position within the Company to make or traffic intoxicants, illegal drugs, or controlled substances.

Additionally, if you are taking a drug or medication, whether or not prescribed by a physician, which may adversely affect your ability to perform your duties in a safe or productive manner, you must report such use of medication to your supervisor. This includes drugs that are known

[1] For the purposes of this policy, any reference to marijuana includes medical marijuana, to the extent permitted by state and federal laws. In accordance with the corresponding California and federal laws, and consistent throughout this Handbook, the Company will not discriminate against employees in California for the presence of non-psychoactive cannabis metabolites in an employee's body or an employee's use of marijuana while off duty.

or advertised as possibly affecting judgment, or causing drowsiness or dizziness or marked with a notice to exercise caution in the operation of moving vehicles or mechanical equipment. As an employee, you have the responsibility to report any drug, alcohol, or controlled substance situation that affects or may potentially affect the workplace or the employee's ability to perform in a safe, productive or efficient manner.

The Company reserves the right to inspect, at any time, lockers, desks, Company vehicles, personal vehicles, or Company property, packages, lunch boxes, containers, articles in such areas, and other objects brought onto Company property, that might conceal alcohol, illegal drugs, and/or other controlled substances. In order to promote a safe, productive and efficient workplace, the Company reserves the right to inspect employees, as well as any articles and property in their possession, when there is reason to believe that an employee is engaged in the sale, possession, distribution, or use of any substance covered under this policy, and after discussing the factual situation and risks.

If there are reasonable grounds for suspecting that an employee is in violation of this policy, the Company has the right to require testing at the Company's expense. For the safety of all our employees, the Company may test for drugs and/or alcohol in the following circumstance:

- A pre-employment drug screening as a condition of hire
- When there is reasonable suspicion of prohibited drug or alcohol use, or possession
- After an accident, if the use of drugs or alcohol is believed to have contributed to the cause of the accident

Such testing will be at the Company's expense and at a facility designated by the Company. Failure to report for, consent to, or complete authorization forms for such testing on management's request will be grounds for termination or the rescission of a job offer. Where an employee tests positive on a drug or alcohol test, the employee may, at the Company's sole discretion, be terminated. Subject to state law, employees in some states like California will not be subject to disciplinary action if the drug test reveals only the presence of non-psychoactive cannabis metabolites. Before any disciplinary action is taken against the employee who has tested positive on a drug test, the employee's sample may be re-tested. The Company reserves the right to refuse to hire or to discharge any person because of the person's current illegal use of drugs or other substances, or who because of their current use of alcohol or drugs or other substance is unable to perform their duties or cannot perform the duties in a manner which will not endanger their health or safety or that of others.

Any employee in violation of this policy will be subject to discipline, including termination. Other actions, such as notification of law enforcement agencies, may be taken, depending on the circumstances.

FITNESS FOR DUTY

All employees must be physically and mentally fit for duty and able to properly and safely perform all essential functions of their jobs and not impose a significant risk of substantial harm to their own or others' health and/or safety.

The Company will comply with all requirements of the Americans with Disabilities Act (ADA) and applicable state law, unless undue hardship to the Company will result. The Company will not discriminate against any employee solely based on the individual having a contagious, communicable, or infectious illness or disease or solely based on the existence of a medical condition or disability, but will take into account all relevant information, any possible and reasonable accommodations if necessary, and any undue hardship the Company that would result.

If an employee learns that they may have a contagious, communicable, or infectious illness or disease of a temporary nature (such as influenza, COVID-19, staph infection, measles, chicken pox, SARS or severe acute respiratory syndrome, tuberculosis, viral hepatitis A and B, colds, Avian or bird flu, swine flu, and other viruses), the employee is not to report to work, but is required instead to immediately notify their supervisor by phone of the situation and for further guidance and instructions. If any employee learns that another employee may have a contagious, communicable, or infectious illness or disease of a temporary nature, the employee who learns of this information is to immediately notify Human Resources.

If any employee believes that they or any other employee may constitute a risk of serious harm to the safety or health of the employee or others (e.g., physical or mental impairment to safely function in the workplace and safely perform essential job duties, threats or acts of violence, suicidal thoughts or acts, etc.), the employee is to immediately notify Human Resources of the situation and for further guidance and instructions.

In the event that the Company has reasonable cause to believe that an employee may pose risk of harm to the health or safety of the employee or others, the Company will evaluate the situation to determine if the employee is fit for duty and/or might cause a significant risk of substantial harm to self or others. The Company may require a statement from the employee's health care provider that the employee's continued employment poses no significant risk to the health or welfare of the employee, other employees, or third parties, and such other information as may be relevant. In addition, the Company may require a fitness for duty and/or direct threat threat/safety evaluation by the employee's or a Company-designated health care provider.

If the Company determines that the employee is not fit for duty and/or may pose a significant risk of substantial harm to self or others, the Company may remove the employee from work, assign other duties that the employee is able to safely perform, place the employee on temporary leave, and/or take such other action as may be appropriate.

Any information disclosed or obtained under this policy will be treated as confidential information to the extent reasonably practical and appropriate. For example, information may, however, be shared with management, e.g., any supervisor or manager who has a need to know, with safety

and or emergency personnel if emergency treatment of an employee may be required, and 9Dot Human Resources Department. In extraordinary circumstances (such as possible exposure to serious contagious or communicable illnesses), the Company may also need to disclose information to others who may have been exposed and/or to issue general guidance to all employees about symptoms and precautions to avoid spread of the illness. The Company will maintain the confidentiality of affected employees' identity to the extent reasonably practicable to do so.

The Company is committed to providing a safe workplace and all employees are also expected to maintain that same high level of commitment.

THREATS & VIOLENCE IN THE WORKPLACE

The Company is committed to ensuring that the work environment is as safe as possible for all employees, students, parents, contractors, visitors and clients.

Any form of threats, or acts, attempts or threats of violence, including intimidation, harassment, bullying and/or coercion, no matter how minor, will not be tolerated. It is the responsibility of every employee to immediately report any situation to their supervisor or Human Resources that involves a threat and/or any form of violent behavior. Even veiled threats or jokes should be taken seriously. Be sure to give as much information as possible so that the threat can be investigated promptly and effectively.

Once notified, the Company will take appropriate steps to respond. Additionally, if a potentially violent non-work-related situation exists that could result in violence in the workplace, please report this to 9Dot Human Resources Department.

All acts, attempts, or threats of violence must be reported to your supervisor/manager, Human Resources, the "We Want to Know Hotline" at (800) 990-8384 the Principal or the Board President of the Company. If an employee has a question or concern regarding any aspect of this policy or a potential situation or communication, the employee should promptly discuss the matter or question with their supervisor or Human Resources. If a determination is made that a violation of this policy has occurred, appropriate disciplinary action will be taken, at the sole discretion of the Company.

Depending on the severity of the situation, the Company will report activity to appropriate local, state and/or federal authorities for assistance. All employees are expected to cooperate with law enforcement officials.

We expect each employee to support this policy and understand how their behavior may impact the safety of the workplace. All employees share in the responsibility of assuring that misunderstanding and other problems are resolved in a timely and respectful manner so that a productive work environment is maintained.

The Company prohibits retaliation against any employee for reporting conduct in violation of this policy or for assisting or participating in any investigation of any complaint pursuant to this policy.

CHILD ABUSE INCIDENTS REPORTS

In the instance of suspected child abuse, all teachers, instructional aides, and any center personnel who work at the school site are mandated reporters. In the case of suspected child abuse, supervisors, school psychologists must be notified IMMEDIATELY as well as notifying the appropriate State Agency.

SMOKE-FREE WORKPLACE

The Company is a smoke-free workplace. Smoking, which includes the use of tobacco products including but not limited to, cigarettes, cigars, pipes, electronic cigarettes, personal vaporizers, and smokeless tobacco, is prohibited inside and on the Company's facilities, including entry ways, at all times. This prohibition applies to private offices, restrooms, lunchrooms, conference rooms, hallways and all company locations.

If you wish to smoke during your lunch or break periods, you may do so in designated areas only. If you meet with vendors, customers, or other visitors, you are responsible to ensure that our guests comply with the no smoking policy.

It is important to provide a positive role model for students, and for that reason, smoking around and in view of students is prohibited.

HOUSEKEEPING

Maintaining a work environment that is pleasant and safe, and presents a professional appearance is a part of everyone's job. You can help by keeping your work area neat, clean and in conformance with the general standards for your location, and by following through on any housekeeping duties that may be assigned to you or are shared responsibilities of the staff.

SECTION 7: EMPLOYMENT STATUS AND RECORDS

PERSONAL RELATIONSHIPS AT WORK

You have a responsibility to conduct yourself in a professional, business-like manner at all times without actual or apparent conflicts of interest.

In order to avoid misunderstandings, complaints of favoritism, other problems of supervision, security, and morale, managers and supervisors are prohibited from dating or pursuing romantic or sexual relationships with staff they supervise, either directly or indirectly.

If the Company determines, at its sole discretion, that a personal relationship compromises the Company's interests, it reserves the right to take such action as it deems appropriate including, but not limited to, adjusting reporting structures and/or reassigning employees.

In addition, employees are strictly prohibited from encouraging, pursuing or participating in social, romantic or intimate relationships with students, or sharing detailed personal information with students. The Company reserves the right to take disciplinary action for any violation of this policy as it deems appropriate, up to and including termination. If you have any questions, please contact Human Resources.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of the Company to avoid nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a Company decision-maker and their Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all Company board members, employees, individual consultants, vendors hired or retained by the Company, and School Services Providers.

Family Members of board members, employees, individual consultants, vendors or School Services Providers must not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, promote, transfer, discipline or discharge the other, or to make effective recommendations relating to supervision, hire, promotion, transfer, discipline or discharge.

Additionally, in order to minimize the risk of favoritism, workplace disruption, and perception of impropriety, Family Members may not be assigned to or remain in the same physical work location. Exceptions may only be granted where appropriate safeguards can be implemented and must be approved in writing by leadership.

Any time a board member, employee, individual consultant, vendor or School Services Provider is a Family Member of another, the relationship must not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), vendor(s) or School Services Provider(s), or in the case of a board member, in the discretion of the board of directors.

Any time a board member, employee, individual consultant, vendor or School Services Provider is a Family Member of another, the relationship must not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), vendor(s) or School Services Provider(s), or in the case of a board member, in the discretion of the board of directors.

Definitions

- **"Family Members"** include a parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in law and father-in-law.
- **"Nepotism"** describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, transfer, biased performance reviews, discipline, or more favorable working conditions) on the basis of the familial relationship.
- **"School Services Provider"** shall mean any provider of school services to the Company, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to the Company.

Procedures

When a Family Member of a current board member, employee, individual consultant, vendor or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (e.g., if one Family Member would have the authority or be in a position to directly supervise, hire, promote, transfer, discipline or discharge the other, or to make effective recommendations relating to supervision, hire, promotion, transfer, discipline or discharge). Special circumstances may be reviewed by the Company in the event that the Company's best interests would be served otherwise.

When a Family Member of a current board member, employee, individual consultant, vendor or School Services Provider applies for a transfer to a new employment position within the

Company, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, vendor, or School Services Provider to state whether they have a Family Member who is presently employed by or on the board, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, the Company will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and the Company. If a mutual agreement is unattainable, the Company will determine, in the Company's best interest, which employee is to be transferred or separated.

Responsibilities

The Company shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Company will deny the application for employment. Special circumstances may be reviewed by the Company in the event that the Company's best interests would be served by the employment of a Family Member.

The Company shall investigate reports of nepotism and take appropriate action. Employees are required to disclose changes in their personal situations which may be covered by this policy to 9Dot Human Resources Department. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Principal shall make the final determinations concerning potential conflicts with this policy, except that the board of directors shall make final determinations concerning potential conflicts with this policy which involve the Principal or any board member.

EMPLOYMENT OF MINORS

Employees, who are not at least eighteen (18) years old, are required by law to provide a valid Work Permit, High School Diploma or Certificate of Proficiency before being allowed to work. The employment of minors is restricted by the terms and conditions of the Work Permit, as well as the provisions of state and federal law.

CREDENTIALS

It is the responsibility of a credentialed employee to assure that their credential is current and valid at all times throughout employment, and on file with 9Dot Human Resources Department. Credentialed employees are also required to submit the required paperwork for credential renewal to Human Resources prior to the expiration date of their credential. The Company reserves the right to take disciplinary action up to and including reduction in wage and/or termination if a credentialed employee's certificate expires and is not renewed in a timely manner. A valid State Teaching Credential is a requirement for all teaching and other certified positions with the Company.

PERSONNEL RECORDS/EMPLOYMENT VERIFICATION

It is important that the Company always has current information about you. Please let your supervisor and Human Resources know immediately if you change your name, address, phone number(s), marital status, email address or other contact or personal information that may have an impact on medical coverage for you or your spouse, domestic partner, or dependent, and fill out a Personnel Action Notice (PAN) noting the changes. For a name or Social Security number change, please provide original documents authorizing the change.

All personnel files and/or employment records constitute Company files, records and property.

The Company will restrict disclosure of personnel files or information to authorized individuals within the organization or to authorized outside persons to administer Company benefits or policies. In addition, the Company will cooperate with requests from authorized judicial, law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Any request for information contained in personnel files must be directed to 9Dot Human Resources Department. Only 9Dot Human Resources Department is authorized to release information about current or former employees. The Company's policy on employment references is to disclose dates of employment and position held, if requested or authorized by the employee in writing.

ACCESS TO PAYROLL AND PERSONNEL RECORDS

The Company gives employees the right to access certain payroll and personnel records relating to the employee, upon reasonable request. Any employee who wishes access to their payroll records must direct the request to the 9Dot Payroll Department during normal business hours. Any employee who wishes to access their personnel records must direct the request to 9Dot Human Resources Department during normal business hours

Access will be granted as soon as practicable after a proper request is made, but in any event, no later than twenty-one (21) calendar days from the date of the employee's request for payroll records, and no later than thirty (30) days from the date of the employee's request for personnel records. The Company will not honor requests to access payroll records made to anyone but the 9Dot Payroll Department, and will not honor requests to access personnel records made to anyone but 9Dot Human Resources Department.

CONFLICT OF INTEREST

The Company expects our employees to administer business according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of the Company. Business dealings that appear to create a conflict between the interests of the Company and an employee are unacceptable. The Company recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to our business. However, the employee must disclose any possible conflicts so that the Company may assess and prevent potential conflicts of interest from arising. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (e.g., spouse or significant other, children, parents, siblings, in-laws) as a result of the Company's business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones which most frequently present problems. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, they should immediately contact their supervisor to obtain advice on the issue. The purpose of this policy is to protect employees from any conflict of interest that might arise.

A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

OUTSIDE EMPLOYMENT

Employees are required to obtain written approval from their supervisor before participating in outside work activities. Approval will be granted unless the activity conflicts with the Company's interest. In general, outside work activities are not allowed when they:

- Prevent the employee from fully, timely or satisfactory performing work for which they are employed at the Company, including overtime assignments;
- Involve organizations that are doing or seek to do business with the Company, including actual or potential vendors or customers; and/or
- Violate provisions of law or the Company's policies or rules.

From time to time, Company employees may be required to work beyond their normally scheduled hours. Employees must perform this work when requested. In cases of conflict with

any outside activity, the employee's obligations to the Company must be given priority. Employees are hired and continue employment with the understanding that the Company is their primary employer and that other employment or commercial involvement which is in conflict with the business interests of the Company is strictly prohibited.

WORK PRODUCT OWNERSHIP

All employees must be aware that the Company retains legal ownership of the product of their work. No work product created while employed by the Company can be claimed, construed, or presented as property of the individual, even after employment by the Company has been terminated or the relevant project completed. This includes written and electronic documents, correspondence, notes, drafts, messages, audio and video recordings, system code, and also any concepts, ideas, or other intellectual property developed for the Company, regardless of whether the intellectual property is actually used by the Company. Although it may be desired by an employee to display and/or discuss a portion or the whole of certain work product as an example in certain situations (e.g., on a resume), information classified as confidential must remain so even after the end of employment, and that supplying certain other entities with certain types of information may constitute a conflict of interest. In any event, it must always be made clear that work product is the sole and exclusive property of the Company. All employees must be particularly careful in the course of any work they discuss doing, or actually do, for a competitor of the Company.

REPORTING POTENTIAL CONFLICTS

An employee must promptly disclose actual or potential conflicts of interest, in writing, to their supervisor. Approval will not be given unless the relationship will not interfere with the employee's performance or duties or will not damage or conflict with the Company's interests.

CONFIDENTIAL NATURE OF WORK

All Company property, records and information relating to the Company or its customers are confidential and employees must, therefore, treat all matters accordingly. No Company information, including without limitation, documents, notes, correspondence, messages, drafts, files, records, oral information, recordings, computer files or similar materials (except in the ordinary course of performing duties on behalf of the Company) may be removed from the Company's premises without permission from the Company.

Additionally, the contents of the Company's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose. Employees must not disclose any confidential information, purposefully or inadvertently through casual conversation, to any unauthorized person inside or outside the Company.

Employees who are unsure about the confidential nature of specific information must ask their supervisor for clarification. Employees will be subject to appropriate disciplinary action, up to and including dismissal, for knowingly or unknowingly revealing information of a confidential nature. This policy does not prohibit an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee has reason to believe is unlawful

TERMINATION PROCEDURES

Employment with the Company is a relationship that exists solely as long as both the Company and the employee determine it is to their individual advantage. As employees are employed on an at-will basis, both the employee and the Company are free to end the employment relationship at any time, with or without cause or notice. The Company also reserves the right to modify or reduce salaries or benefits, or lay-off or terminate employees.

Voluntary Termination: A voluntary termination is a termination that is initiated by the employee. We would like you to give your supervisor or Human Resources at least two weeks written notice, indicating your last day of work with the Company. An employee who does not report to work on a scheduled work day or who does not call in to report the absence to their supervisor as required will be considered to have abandoned their employment after three (3) consecutive scheduled days of such absence.

All Company property, including keys, cellular phones, computer equipment, pagers, business cards, files, records, correspondence, messages, drafts, notes, recordings, and any teacher related documents/curriculum must be returned at the time of termination. Failure to do so may require that you reimburse the Company for the cost of the unreturned items, or result in legal action for the misappropriation.

EXIT INTERVIEWS

When an employee leaves the Company, we would like to close the employment relationship with an exit interview. A Human Resources team member or your immediate supervisor will be available to meet with you to go over all of your final paperwork and paycheck. You will also be asked to return any Company property at this time. This will give the employee the opportunity to share with us their employment experience and any suggestions on how we can improve the Company.

REHIRE

A “rehire” is a former employee whose employment with the Company has been terminated but is later rehired at the Company. If you are rehired after a break in service of six months or less, previous service with the Company will be included when determining eligibility for group insurance benefits. If you are separated from the Company for more than six months, you will

be considered a “new hire” for purposes of all benefits, except as required by applicable law, and will have to meet all applicable eligibility requirements and waiting periods.

ONBOARDING PAPERWORK

This area of your Handbook contains your employment documents and addendums to policies mentioned in this book.

A checklist of current items is included. If you find items that are listed on the checklist and are not included, please contact a Human Resources staff member immediately and they will supply you with appropriate copies.

Options for Youth
OFY San Gabriel, Inc.
2025-2026

CALIFORNIA SCHOOL HANDBOOK ADDENDUM

This California School Handbook Addendum applies to all employees of OFY San Gabriel, Inc. hereinafter referred to as “the Company.” Nothing stated in this Addendum or any portion of it, modifies the at-will employment relationship between the Company and its employees. Each section below refers to the applicable section of the Employee Handbook.

SECTION 1: INTRODUCTION

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The California Fair Employment & Housing Act ("FEHA") prohibits harassment and discrimination in employment based upon race (including traits associated with race, including but not limited to, hair texture and protective hairstyles), religious creed, color, national origin, ancestry, physical disability, genetic information, mental disability, medical condition (as defined under California employment laws), marital status, reproductive health decision making, sex, pregnancy, gender, gender identity or expression, age, sexual orientation, military or veteran status, including prohibiting harassment and discrimination not just because of one protected trait, but also because of the combination of two or more protected bases. To the full extent required by the FEHA and all applicable laws, it is the policy of the Company to treat all employees, applicants, interns, volunteers, and contractors in a fair and non-discriminatory manner without regard to race (including traits associated with race, including but not limited to, hair texture and protective hairstyles), religious creed, color, national origin, ancestry, physical disability, genetic information, mental disability, medical condition (as defined under California employment laws), marital status, reproductive health decision making, sex, pregnancy, gender, gender identity or expression, age, sexual orientation, past or present membership in the uniformed service, application for membership in the uniformed service, military or veteran status, or any other status or characteristic protected by applicable law. This applies to all forms of employment decisions, including, but not limited to, recruiting, hiring, training, compensation and promotion of all persons in every job classification. Likewise, to the full extent required by applicable law, the Company will provide reasonable accommodation to any qualified employee or applicant with a physical or mental disability.

This policy applies at all locations where Company business is conducted, including, but not limited to, the Company's facilities and worksites, and at the facilities and worksites of clients of the Company, and in any work-related setting, including during business meetings, business travel and business-related social events. The Company requires all of its employees, including supervisors and managers, to comply with this policy when dealing with any individual or business with whom its employees come into contact in connection with Company business, including, but not limited to, fellow employees, clients, visitors, vendors, suppliers and employees of clients. The FEHA and this policy prohibit all employees (including coworkers, supervisors, and managers) and third parties, with whom a Company employee comes into contact, from engaging in conduct prohibited by the FEHA.

In furtherance of this policy, the Company will not permit the use of racial, religious, age-related, sexual or ethnic epithets, innuendos, slurs or jokes within its facilities. Epithets, innuendos, slurs or jokes related to membership in any of the above listed categories are totally prohibited. All employees (including supervisory personnel) shall conduct themselves in a totally professional manner and shall refrain from sexual advances, verbal or physical conduct of a sexual nature, or requests for sexual favors. Any employee who violates the above policy and the Company's commitment to equal employment opportunity shall be subject to immediate discipline, including discharge.

Any employee, intern, or volunteer who has any questions regarding the Company's Equal Employment Opportunity Policy, or who feels that the policy has been violated, or who feels that they has been discriminated against, harassed or treated unfairly as a result of being in any of

the categories enumerated above, is required to bring the matter directly to the attention of their supervisor or Human Resources.

Any employee who has a complaint of sexual harassment, or harassment based on membership in a protected class, at work by anyone, including supervisor/managers, co-workers, clients, or visitors, must bring the problem to the attention of their supervisor or Human Resources. Employees may also call the We Want to Know Hotline at (800) 990-8384. All complaints will be promptly handled and thoroughly investigated in an impartial and timely manner by qualified personnel who will reach reasonable conclusions based on the information collected in the investigation. To the extent possible and consistent with a fair investigation, all complaints will be kept confidential.

The Company will take appropriate corrective action, including disciplinary measures when justified, to remedy violations of this policy.

The Company prohibits retaliation against any employee, intern, or volunteer for reporting conduct in violation of this policy or for assisting or participating in any investigation of any complaint pursuant to this policy.

REASONABLE ACCOMMODATIONS

The Company is committed to principles of equal opportunity for all job applicants and employees. In keeping with this policy, it seeks to prohibit impermissible discrimination based on any protected characteristic, including an individual's disability.

The Company will make reasonable accommodations that are necessary to comply with the state and federal disability discrimination laws. This means that the Company will make reasonable accommodations for the known physical or mental disability, known medical condition, or known limitations related to pregnancy, childbirth, or related medical condition, of an applicant or employee, consistent with its legal obligation to do so.

As part of its commitment to make reasonable accommodations, the Company also wishes to participate in a timely, good faith, interactive process with the individual with the disability, applicable limitations, or medical condition to determine effective reasonable accommodations, if any, that can be made in response to a request for accommodations. Applicants and employees are invited to identify reasonable accommodations that can be made to assist them to perform the essential functions of the position they seek or occupy. They should contact their supervisor or Human Resources as soon as possible to request the opportunity to participate in a timely interactive process. By working together in good faith, the Company hopes to implement any reasonable accommodations that are appropriate and consistent with its legal obligations.

Besides making reasonable accommodations that are necessary to comply with the state and federal disability discrimination laws, the Company will provide reasonable accommodations for an employee who is a victim, or whose family member is a victim, of a qualifying act of violence (as defined by California law) when the employee requests an accommodation for the safety of the employee while at work.

The Company will engage in a timely, good faith, and interactive process with the employee to determine any available effective reasonable accommodations, as long as any reasonable

accommodation does not constitute an undue hardship for the Company as defined under the law.

TITLE IX SEX-BASED NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURES

Purpose and Overview

The Company 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 the Company's education programs and activities.

This Title IX Policy and Grievance Procedures for Sexual Harassment ("Policy") details the Company'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 the Company to the Company staff (e.g., Principal, Assistant Principal, teachers, etc.), and the Company 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. The Company considers sexual harassment to be a major offense which can result in discipline of students and termination of employees.

California Legal Requirements

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.

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 or harassment based on gender, sex, gender identity or expression, or sexual orientation (or intimidation or bullying) are eligible to be investigated pursuant to the Company's Equal Employment policy and Policy Against Sexual Harassment, set forth in its Employee Handbook. 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. School 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 the Company'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.

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

Title IX Grievance Procedures for Sex Discrimination

I. 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. The Company 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 Company 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 the Company'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)).

II. Title IX Personnel

The Company 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
16023 Arrow Highway, Suites C, Irwindale, CA 91706
jcordova@ofy.org
(626) 422-8516

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.

III. 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 Company Title IX Coordinator, or to any other available Company 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.

IV. The Company'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.
    a. Supportive measures are non-disciplinary and non-punitive 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
    a. removed from the educational program or activity to prevent any further sexual harassment and/or maintain the safety of students and staff.
    b. The Company 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. The Company will conduct an individualized safety and risk analysis before the removal. The Company shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    c. If the respondent is a student, the Company is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.
    d. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

V. 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. The Company 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

[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.

be dismissed (as explained below) and/or investigated pursuant to another applicable Company policy (e.g., Uniform Complaint Procedures).

At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, the Company may offer an informal resolution process (such as a restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student. Participation in informal resolution is voluntary.

VI. 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:
    a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
    b. The alleged conduct did not occur in the Company's education program or activity; or
    c. 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:
    a. The complainant has notified the Company, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
    b. The respondent is no longer enrolled in, or employed by, the Company; or
    c. Specific circumstances prevent the Company from gathering evidence to reach a determination with regard to the complaint.

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 Company grievance procedure is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of the Company's intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

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

1. Send Written Notice of Formal Complaint

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

   i. Identification of the allegations potentially constituting Sexual Harassment.
   ii. A description of the procedural steps taken by the Company 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).
   iii. Findings of fact supporting the determination.
   iv. Conclusions regarding the application of the Company's policies to the facts.
   v. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the Company imposes on the respondent, and whether remedies designed to restore or preserve equal access to the Company's educational program will be provided by the Company to the complainant.
   vi. The Company's procedures and permissible bases for either party to appeal the decision.

6. Remedies

   If the Company determines that the respondent engaged in Sexual Harassment, the Company 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, the Company will take appropriate disciplinary action, up to and including termination, in accordance with the Company's policies and as permitted by law.

VIII. Appeals

Either party may appeal the Company'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, the Company 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.

IX. Record Keeping

The Company 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.

X. Updates

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

SECTION 3: COMPENSATION

COMPENSATION POLICY PROCEDURE

This policy applies to all employees.

Annual Reviews

Eligible employees who have completed one full year of employment and were an active employee for a minimum of 6 months of service within the review period are eligible for an increase in their base pay applicable to a school year based on the employee's performance review conducted during that school year, subject to the sole discretion of the Company and availability of fiscal resources as determined by the Company. Prior to the start of each school year, the Company will review their ability to allocate discretionary merit-related base pay increases based on fiscal availability. Timely submitted Employee Self Evaluations shall be considered by the employee's direct report supervisor to complete the supervisor's annual review of the employee's performance over the previous 12 months of employment. Based on the employee's annual review score, and subject to the sole discretion of the Company, the employee may be eligible for an increase in base pay from 0% to 4% for Principals or $0-$3,750 for all other staff applicable to the current school year. An award of an increase in base pay covering a school year will be applied retroactively to the start of the school year or back to the employee's annual review date , whichever is later, that occurs during the school year. Performance reviews are strongly encouraged to be delivered on or before the employee's designated annual review date. If the employee does not agree with the annual review score that they receive, the employee will have 14 days to write a rebuttal that will be taken into consideration by leadership. A review of the employee's rebuttal does not guarantee a change in the annual review score determined by the Company. Once a determination is made, the employee will be notified by their manager or Human Resources and a memo of determination will be included in the employee's personnel file. All documentation, including the rebuttal, will be kept in the employees personnel file. The Company's review and compensation change must be acknowledged by the employee within 30 days of the manager reviewing the performance review with the employee or the compensation change will be manually advanced by the 9Dot HR team in Workday.

Pay Criteria and Procedures

Market / Across-the Board Salary Adjustment

At the sole discretion of the Company and with approval by the Director of Schools, Superintendent or Board of Directors, the Company may consider positions and their base salary ranges for market review and adjustment effective the following school year. Market adjustments, if applied, shall be in consideration of multiple factors including the employee's current salary. Any market adjustment shall be effective prospectively in the next school year to employees' base salary whose position was approved for a market adjustment with the exception of employees whose salary is at the salary maximum for that position.

Merit Increase Adjustment

At the sole discretion of the Company and with approval by the Director of Schools, Superintendent or Board of Directors, a staff member may be considered for a merit review and adjustment. Merit increase, if applied, shall be in consideration of multiple factors including the employee's tenure, responsibilities, current salary, and board-approved salary range for the employee's position.

Promotion

A promotion is defined as the formal advancement of an employee from one position to a more responsible vacant position in a higher salary range, grade, or non-graded position. A promotion also includes the advancement of the employee's existing position. Promotion results either when the employee is the successful applicant for a position or when a department decides to promote the employee internally to such a position. Promotions are determined based on factors including organizational needs, budget availability, work conduct and performance of the employee, and Principal, Director of Schools, Superintendent or Board of Directors approval at their sole discretion.

A salary increase resulting from a promotion is determined as follows: Movement to the bottom of the new position base salary range or a 10% increase in base pay, whichever is greater. The new salary may not be less than the minimum base pay of the position's salary range or more than the maximum base pay of the new range or grade. A promotion will reset the employee's annual review date to the date of the promotion increase.

Promotions, the employee's work duties, and base salary may also affect the employee's classification under applicable law, e.g., from non-exempt to exempt status. Human Resources will notify the employee of his/her exempt status and how it shall affect the employee's pay, workday and time recording responsibilities.

Demotion

A demotion is defined as the formal job change of an employee from one position to a less responsible vacant position in a lower salary range, grade, or non-graded position. A demotion may either be due to cause or voluntary, and may be temporary or permanent. Demotions are determined based on factors including organizational needs, work conduct, performance, budget availability, and the Principal, Director of Schools, Superintendent or Board of Directors approval at their sole discretion.

A salary decrease resulting from a demotion is determined as follows: a 10% reduction in base pay or if applicable, reducing pay by the amount that was awarded for a promotion in the employee's current role. The new salary may not be less than the minimum base pay of the position's salary range or more than the maximum base pay of the new range or grade.

The employee's work duties, and base salary may also affect the employee's classification under applicable law, e.g., from exempt to non-exempt status. Human Resources will notify the employee of his/her exemption status and how it shall affect the employee's pay, workday and time recording responsibilities.

Lateral Move

A lateral move occurs when an employee's job title, role or duties are changed to a position that is in the same salary band as the employee's current position. A lateral move may either be due to cause or voluntary, and may be temporary or permanent. Lateral moves are determined based on factors including organizational needs, budget availability, work conduct, performance, and the Principal, Director of Schools, Superintendent or Board of Directors approval at their sole discretion.

If the employee's salary falls within the range of the position that they are transferring into, the employee's salary will not change. If their salary is below the base salary range of the new position, the employee will receive an increase to the bottom of the base salary range of the new position. If the new position has a higher starting salary range, the lateral move will include a pay adjustment calculated by the difference between the starting pay of the current and new positions.

The new salary may not be less than the minimum base pay of the position's salary range or more than the maximum base pay of the new range or grade. A lateral change does not reset the employee's annual review date.

Additional Compensation

As additional compensation for Employee's performance of their duties as provided for herein, Employee may also receive additional compensation in the form of additional base pay, bonuses, incentives and/or additional benefits. Such additional compensation shall be made at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors and shall be based, in part, on the financial condition of the Employer. From time to time, Employee may be requested to perform additional duties, to be performed at Employee's option, which, if accepted by the Employee, shall entitle the Employee to additional compensation to be determined on a case-by-case basis.

Incentive Program

The Company has adopted a discretionary Incentive Policy and Procedure for specific positions in order to recognize and reward exceptional performance, significant contributions, and substantial accomplishments by employees during the applicable school year based on the charter's goals and responsibilities. All decisions regarding eligibility for the award and amount of incentive granted are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the Incentives Program applicable to a school year may be updated annually by the Company and rolled out to employees in July ahead of or shortly after the commencement of the applicable school year to sign and acknowledge. The incentive pay dates are determined annually and listed on the Incentive Program sheet roll out. In order to be eligible for an award under the Incentive Program, the employee must be employed and worked continuously in an incentive-eligible title through the school year including the end of month 7 (for Year-Round Incentive), or have actively worked throughout the entire performance period (for Intersession incentive), and be employed on the date of the incentive payout, if granted. Incentives may be prorated if an employee is absent from work while on an approved leave of absence.

Extracurricular Pay

Employees may be eligible to earn Continuous, One-time, or Short-term Stipend for specific reasons outlined hereinbelow by the Company. Stipends are considered additional compensation in addition to the employee's base salary and may be added or removed at any time at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. A stipend is defined as a predetermined or fixed amount of money to perform a certain task or series of tasks over a period of time.

A Continuous Stipend is a fixed, regular payment provided to an individual over a specified, extended period of time for specific purposes outlined by the company.

A One-time Stipend is a single, fixed payment given to an individual for a specific purpose outlined by the Company. Unlike Continuous Stipends, which are paid regularly over a period of time, a one-time stipend is disbursed in one payment and is not recurring.

A Short-Term Stipend is a fixed regular payment provided to an individual over a specified, extended period of time for the specific purpose of assuming the responsibilities of an Additional Workload, such as covering the duties of a vacant position, for a period of time.

When receiving Continuous or Short-Term Stipends, employees shall be paid the applicable stipend for stipend-covered work within the pay period that the work is performed. Because work may be performed over an extended period of time, such as a semester, the employee shall be paid the stipend throughout the time frame that the work is required to be performed, to the fullest extent practical in light of the Company's bi-weekly payroll periods. The stipend amount will be disbursed in regular increments throughout the time period it is completed and paid out with their paychecks on a bi-weekly basis.

The Company will follow all wage and hour laws set by the State. Non-exempt employees are required to accurately record their time for work-related purposes during each workday, and will be paid for such time at their regular rate of pay, or at an overtime rate of pay if applicable.

Overtime at one and one-half (1½) times the nonexempt employee's regular hourly rates of pay will be paid should the compensable time extend the workday beyond eight (8) hours in the workday or forty (40) hours in the workweek or up to eight (8) hours on the seventh consecutive day of work in the workweek for all scheduled excess hours worked. Non-exempt employees who work in excess of twelve (12) hours in any workday or in excess of eight (8) hours on the seventh consecutive day of the workweek will be paid at the rate of two (2) times their regular hourly rates of pay for all such excess hours worked.

All decisions regarding eligibility for, and the amount of, any stipend granted are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the stipends applicable to a school year, may be modified at any time or updated annually by the Company and rolled out to employees in July ahead of, or shortly after, the commencement of the applicable school year.

Mentor Teacher Stipend

Prior to each school year or shortly after, the Principal may designate employees who will act as a Mentor Teacher, as part of a program to provide professional induction for new teachers, such as assistance and training from experienced colleagues. The eligible, designated employee acting as the Mentor Teacher will receive a Mentor Teacher Stipend.

The Mentor Teacher program outlined separately, is intended to provide new teachers opportunity for professional development and support from experienced, teachers including:

- Targeted professional development
- Confidential support and mentoring
- Structured feedback and coaching systems
- Continuous progress monitoring

A Mentor Teacher is required to hold the following:

- A CA Single Subject Credential
- Minimum of 2 years of teaching experience
- Minimum of 1 year experience working in a teaching role at the Company
- Must currently be in a Teacher role

The Mentor Teacher Stipend is paid at the end of the designated semester that covered work has been completed. All decisions regarding eligibility and the amount of the Mentor Teacher Stipend that is granted are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the Mentor Teacher Stipend applicable to a school year may be modified at any time or updated annually by the Company and rolled out to employees ahead of, or shortly after, the commencement of the applicable school year.

Designated Interpreter Stipend

The Principal may designate employees who are required to use their additional non-English language skills to perform their job or assist other staff, students or parents, including by providing interpreting assistance to students, parents and staff on a regular basis while ensuring that speaking, reading, and/or written communication to non-English speaking individuals is accurate and clear. The designated employee performing the duties of the Designated Interpreter will receive a Designated Interpreter Stipend.

The Designated Interpreter employee must have the ability to, and must on a regular basis, communicate through language proficiency (speak and/or read, and write) in the designated language other than English. And, must be willing to translate for individuals or groups conversing in different languages.

Eligibility Requirement

Only eligible, designated employees in a role who demonstrate language skills in a language other than English will be eligible for the Designated Interpreter role and receive the Designated Interpreter stipend as additional compensation. The language for which additional pay is requested must be one that is commonly spoken by the employee and which is necessary to provide services essential to the worksite location. The position selection shall be based on the Company's assessment of the language interpretation/translation, business, and organizational needs of the worksite location.

- All employees receiving Designated Interpreter stipend pay will be required to utilize their language interpreter and/or communication skills when requested and as needed during the course and scope of their duties.
- Employees who fail to utilize their language interpreter skills when required will be deemed ineligible for the stipend.

- Any employee receiving Designated Interpreter stipend pay is expected to assist other non-interpreter employees in oral and written communications, interpretations, and the translation of documents, and assistance with the public. Assistance may be required for other departments or areas that extend beyond the employee's normal scope of responsibilities.
- Employees must be in active work status to receive the Designated Interpreter stipend pay. Employees on a leave of absence are not eligible for stipend pay during their leave.

All decisions regarding need for, eligibility, selection, and the amount of the Designated Interpreter Stipend that is granted are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the Designated Interpreter Stipend applicable to a school year may be modified at any time or updated annually by the Company and rolled out to employees ahead of, or shortly after, the commencement of the applicable school year.

Geographical Distance Stipend (Geo-Stipend)

Employees working in certain Company-designated worksite locations may be eligible to receive a Geo-Stipend. Geo-Stipends are offered in Company-designated regions to encourage retention in difficult-to-recruit regions to staff members (regular full-time exempt and regular full-time non-exempt) and to reduce staff turnover at the charter/region.

All decisions regarding designation of worksite locations, eligibility and the amount of the Geo-Stipend that is granted are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Eligibility, including position, and applicable criteria for the Geo-Stipend applicable to a school year may be modified at any time or updated annually by the Company and rolled out to employees ahead of, or shortly after, the commencement of the applicable school year.

Additional Duties Pay For Exempt Employees

The Company may offer Additional Duties pay to employees classified as exempt for various types of work deemed by the Company at its sole discretion as outside of the employee's regular scope of duties outlined by the Company. Additional duties are at the sole discretion of the Company and must be approved by the Director of Schools, Superintendent or Board of Directors. Examples of these types of activities may include but are not limited to after-hours instruction, intersession instruction, after-hours extracurricular events, and Pathways Program excursions. Employees will be notified in writing by their supervisor of the duties or work which will be classified as the employee's Additional Duties eligible for Additional Duties Pay.

Additional duties pay is considered additional compensation in addition to the exempt employee's base salary and must be entered in the payroll system using the dropdown menu provided and submitted in the pay period when work is performed. Eligibility, including position, and applicable criteria for additional duties pay applicable to a school year may be modified at any time or updated annually by the Company and rolled out to employees in July ahead of, or shortly after, the commencement of the applicable school year.

SELA Shared Leased Employee

SELA Shared Leased Employees will act as representatives of the charter. SELA Shared Leased Employees that have supervisory responsibilities will have shared authority within the charter when conducting and approval of performance reviews, increases or promotions.

Any deviation from the set above policy must be in writing, and must be brought to the Board of Directors for approval and approved by the Board of Directors in advance of any changes taking place.

OVERTIME PAY

Non-exempt employees may be required to work overtime from time to time. Although the Company gives as much advance notice of overtime work as possible, employees may be required to work overtime without notice when necessary to meet job requirements. All overtime hours worked must receive advance approval from your supervisor. Employees who work overtime without authorization will be paid all wages due, but are subject to disciplinary action, up to and including termination of employment.

Only non-exempt employees are eligible for overtime pay. In accordance with California state law, non-exempt employees who work in excess of eight (8) hours up to and including twelve (12) hours in any workday, or in excess of forty (40) hours in any workweek, or up to eight (8) hours on the seventh consecutive day of work in the workweek will be paid at the rate of one and one- half (1½) times the employee's regular hourly rates of pay for all such excess hours worked. Non-exempt employees who work in excess of twelve (12) hours in any workday or in excess of eight (8) hours on the seventh consecutive day of the workweek will be paid at the rate of two (2) times their regular hourly rates of pay for all such excess hours worked.

Overtime wages are based solely on actual hours worked by non-exempt employees during the workweek and workday. Holiday pay, Wellness Hours, Bereavement leave, or other pay for time not worked is not considered hours worked for purposes of determining overtime.

Exempt employees do not receive overtime pay. An exempt employee is responsible for managing their own schedule within reason, working the time necessary to discharge their duties and accomplish company objectives.

MEAL PERIODS

Non-exempt employees working over five hours in any workday qualify for an uninterrupted, one half (½) hour, unpaid, off-duty meal period during that workday. The meal period may be waived by mutual consent of the Company and employee if the employee's work period of less than six hours completes the employee's workday.

Non-exempt employees working over ten hours in any workday qualify for a second, uninterrupted, half hour, unpaid, off-duty meal break during that workday. The second meal period may be waived by mutual consent of the Company and the employee, if the employee's total hours worked for that workday is no more than twelve hours and the first meal period was not waived.

Meal Waiver Request forms are available from Human Resources.

The first meal period must be taken by the end of an employee's 5th hour of work, and the second meal period must be taken by the end of an employee's 10th hour of work. Employees may not skip the meal period or delay the meal period beyond the time frame indicated in this paragraph unless expressly authorized by Management.

Employees may not waive their meal breaks in order to leave work early or start work later. Employees may not take a half-hour break from work to eat lunch or other meals at their desks or working areas and request additional time off for a meal period.

Non-exempt employees must record the start/end of every meal period. During an employee's meal period, the employee is free to leave the Company's premises.

Any employee who feels they are unable to take a meal period as set forth in this policy due to work demands must contact 9Dot Human Resources department before skipping, delaying or shortening a meal period.

REST PERIODS

All non-exempt employees who work a minimum of 3 ½ hours per day are authorized and permitted to receive one paid ten-minute rest period, relieved of all duty, for every four (4) hours, or major fraction thereof, worked. Employees should try to take this rest period in the middle of each work period, insofar as this is practicable. The amount of rest period time that may be taken by non-exempt employees who work up to 14 hours is set forth as follows:

- Employees with shifts of less than 3 ½ hours: No rest period. Employees with shifts of 3 ½ to 6 hours: 1 ten-minute rest period.
- Employees with shifts of more than 6 but less than 10 hours: 2 ten-minute rest periods.
- Employee with shifts of more than 10 to 14 hours: 3 ten-minute rest periods.

Thus, by way of example, non-exempt employees who work an eight-hour workday are authorized and permitted to receive two paid ten-minute rest periods, one in the morning before the meal break and one in the afternoon.

During rest periods, employees shall be relieved of all work-related duties and shall not be required to remain on call or remain on work premises. A rest period also includes time at your workstation or work area when you make or receive a personal telephone call, eat a snack, attend to personal business or otherwise "relax." Thus, employees may take their breaks without actually leaving their work stations or work areas.

Employees may not report to work late and/or leave early during their scheduled workday in lieu of taking their breaks.

Any employee who, because of work duties, feels they are unable to take a rest break as set forth in this policy, must contact 9Dot Human Resources Department before skipping, delaying or shortening a rest break.

VOLUNTARY MAKE-UP TIME POLICY

The Company allows the use of make-up time upon approval in advance by the supervisor, when a non-exempt employee needs to take time off to tend to a personal obligation. An employee's request for or use of make-up time is completely voluntary. The Company does not encourage, discourage, or solicit the use of make-up time. Make-up time worked will be paid at an employee's straight hourly rate of pay and will not be paid at an overtime rate, except as required by law.

All make-up time must be worked in the same work week as the time taken off.

Employees may not work more than eleven (11) hours in a day or forty (40) hours in a workweek as a result of making up time that was or would be lost due to personal obligations.

Make-up time requests must be submitted in writing to your supervisor, with your signature on a form provided by the Company. A separate written request is required for each occasion that an employee requests make-up time. The Company will have the discretion to grant or deny an employee's request for make-up time based upon the Company's staffing and operational needs.

An employee may take time off and then make up the time later in the same work week, or may work extra hours earlier in the work week to make up for time that will be taken off later in the same work week.

If an employee requests time off that they will make up later in the work week, the employee must submit the request for make-up time at least twenty-four (24) hours before the desired time off. If an employee is requesting to work make-up time first in order to take off time later in the work week, they must submit the request for make-up time at least twenty-four (24) hours before working the make-up time. The request for make-up time must be approved in writing before an employee takes the requested time off or works the make-up time, whichever is earlier.

If an employee takes time off and is unable to work the scheduled make-up time for any reason, the hours missed will normally be unpaid. However, the Company may arrange with you for another day within the work week to make up the time if possible, based on staffing and operational needs. If an employee works make-up time before they plan to take time off, the employee must take the time off, even if the employee no longer needs the time for any reason.

TRAVEL TIME POLICY FOR NONEXEMPT EMPLOYEES

Nonexempt employees who are required to travel for work-related purposes are eligible for travel pay under this policy.

Travel Time

Travel time includes required travel, whether as a driver or a passenger (a) to different off-premises work locations during the employee's workday; (b) to and from the employee's home and required work locations for meetings or on one-day assignments; (c) to and from the employee's home on overnight or extended out of town travel for work-related purposes. Travel time that occurs in addition to regular work hours is considered hours worked and will be paid if required, performed pursuant to the Company's instruction, or while subject to the control of the Company.

Time spent driving, or as a passenger on an airplane, train, bus, taxi, car or other mode of transportation in required travel to and from a work-related out of town assignment location or event, and time spent waiting to purchase a ticket, check baggage or get on board are considered travel time, but the employee's normal commute time to and from the place of work is not considered travel work time and may be deducted.

Travel Time Pay and Procedures

Nonexempt employees who are required to travel for work-related purposes during the workday, will be paid for such travel time at their regular hourly base rate of pay.

Employees are expected to accurately record all work-related travel time in Workday or on paper timesheets maintained during a trip, and obtain approval by their supervisor and provide to the 9Dot Payroll Department by the end of the week.

Time performing work duties, for example, preparing a work presentation or a report, while traveling constitutes paid work time, rather than travel time.

Overtime at one and one-half (1½) times the nonexempt employee's regular hourly rates of pay will be paid should the compensable travel time extend the workday beyond eight (8) hours in the workday or forty (40) hours in the workweek or up to eight (8) hours on the seventh consecutive day of work in the workweek for all scheduled excess hours worked. Non-exempt employees who work in excess of twelve (12) hours in any workday or in excess of eight (8) hours on the seventh consecutive day of the workweek will be paid at the rate of two (2) times their regular hourly rates of pay for all such excess hours worked.

Deductions from Travel Time

Generally, nonexempt employees' commute time to and from the employee's residence and reporting to work does not constitute hours work or travel time, and is not paid, therefore, the employee's normal commute time may be deducted from travel time when commencing or returning home from travel.

Time spent taking a break from travel, e.g., to take a meal, sleep, relax, for recreation or sightseeing, or to engage in purely personal pursuits not connected with traveling or making necessary travel connections, is not paid travel time.

Upon arrival at the required work location, travel time ends.

The Company may pay designated, nonexempt employees at a special travel rate equal to minimum wage during the travel time. However, an employee who performs any work during travel time will be compensated for that actual work time at their normal hourly base rate of pay. When recording travel time at a rate different from the employee's regular hourly base rate, employees must denote the time separately from regular work time. When the above special travel rate applies, the rate of overtime pay will be based upon the weighted average of the employee's regular rate of pay and the special rate of pay for travel time.

Travel-Related Costs

Reasonable and necessary travel-related costs, e.g., airfare, lodging, vehicle, train or bus travel, and program-related meals and beverages, are reimbursed by the Company.

Employees are responsible for their own personal expenses, including but not limited to souvenirs, personal supplies, in-flight or in-hotel room movies, snacks, or beverages, tips, personal snacks or beverages not part of Company meal, laundry expenses, etc.

All requests for reimbursement of authorized, reasonable, required work-related expenses must be supported by receipts and submitted through Workday and approved by the employees' Supervisor within 30 days. Failure to timely submit adequate support/documentation as required by the Company may delay any reimbursement.

Non-exempt Employee's Overnight or Extended Travel With Students

Non-exempt employees' scheduled work hours will depend on each day's itinerary, and are typically scheduled for 8-hour work days, with a 30-minute unpaid lunch break.

Employees are required to take at least one 30-minute unpaid lunch break during each work day and take two 10-minute rest breaks, in the middle of each work period as is practical, during each work shift of 8 hours, and in accordance with Company policy.

Upon return of nonexempt employees to the hotel or after their scheduled work hours on a work day, nonexempt employees shall not be required to engage in evening programming with students, perform room checks or perform designated employee on-call duties during the night, unless specifically assigned by the employee's supervisor.

Employees are not required to remain on the hotel premises during the employee's personal time off after the workday.

Each nonexempt employee must maintain a paper timesheet throughout the trip and must manually write in accurate in/out work times and meal breaks each day, and sign the timesheets daily. Timesheets are to be turned in and approved by their supervisor no later than the end of the workweek.

Each employee is responsible for ensuring their possession at all times of their valid passport to travel internationally.

All Employees must be timely, attentive, and engage in utmost care and professionalism towards and with students, Company employees, and third parties, and comply with Company behavior and conduct standards at all times.

Questions regarding this policy should be directed to Human Resources promptly.

SECTION 4: BENEFITS

WELLNESS HOURS

The Company provides Wellness Hours to eligible regular full-time and regular part-time employees as one of the many ways in which we show our appreciation for your loyalty and continued service, and for you to take time off to rejuvenate and refresh, to aid in your work performance or take care of necessary personal matters. This time can be used for vacation, jury or witness service, and for time off for illness or family needs. Depending on the reason for using Wellness Hours as described in this policy, where the need for time off is foreseeable, the employee is required to give the Company reasonable advance notice. Relax, travel, and spend some time with your family. It's up to you.

Employees who miss more than 40 hours or five days of work days, including unplanned or consecutive scheduled work days, or those who have taken Wellness Hours in excess of their accrued balance, must contact 9Dot Human Resources Department, and may be required to present a doctor's certification/note or other supporting documentation.

Wellness Hours Time Off

Wellness Hours may be used both for vacation and for time off for illness or family needs, and is inclusive of California Paid Sick Leave benefits (discussed below). Accruals are based on a 26 Pay Period Payroll Schedule. Wellness hour accrual rates will depend upon the employee's eligible length of service . Regular full-time, and part-time employees earn Wellness Hours per pay period based on their length of continuous service with the Company and the hours they regularly work, in accordance with the guidelines established below.

Eligible, regular full-time and part-time employees will begin to accrue Wellness Hours on date of hire, but may not use Wellness Hours until the 90th day of employment. Therefore, their earliest wellness hour use date is 90 days after their hire date. Depending on the reasons for requesting use of Wellness Hours, Employees are required to give the Company as much advance notice as possible as described in this policy when requesting to use Wellness Hours, and may use Wellness Hours subject to the needs of the business and applicable law.

The wellness hour accrual schedule for eligible employees is as follows:

Exempt Employees

Length of Service	Accrual Rate – Per Eligible Pay Period	Maximum Annual Accrual	Max. Balance
Up to 5 years	Scheduled hours x .09615	25 Days or 200.00 Hours	43.75 Days or 350 Hours
5 years or more	Scheduled hours x .11538	30.00 Days or 240.00 Hours	52.5 Days or 420 Hours

Non-Exempt Employees

Length of Service	Accrual Rate – Per Eligible Pay Period	Maximum Annual Accrual	Max. Balance
Up to 5 years	Hours worked and paid per pay period x .09615	25 Days or 200.00 Hours	43.75.00 Days or 350 Hours
5 years or more	Hours worked and paid per pay period x .11538	30.00 Days or 240.00 Hours	52.50 Days or 420.00 Hours

Wellness Hours will not accrue on any overtime hours worked, or any hours worked in excess of 40 hours per week. Accrual hours are those work hours reflected on the most current pay stub.

Accrual rates are subject to change at the Company's discretion.

Wellness Hours Maximum Accruals

Employees are encouraged to use all Wellness Hours during the 24-month period after the hours have been earned. Please note we do not allow use of hours before it is earned. After the initial 26 pay periods, you will be allowed to accumulate up to the maximum balance permitted. Employees who accumulate the maximum balance will not earn, accrue or vest additional hours until the employee has taken some of the previously earned Wellness Hours, thereby reducing their accumulated total below the maximum accrual. Thereafter, Wellness Hours will only be earned up to the maximum balance allowed.

Wellness Hours In Accordance With California Paid Sick Leave

In line with the Company's efforts to maintain a healthy and productive workforce, the Company allows the use of Wellness Hours in accordance with California Paid Sick Leave. The rate of pay for Wellness Hours for exempt employees will be calculated in the same manner as the Company calculates wages for other forms of paid leave time. The rate of pay for sick leave for non-exempt employees with a single hourly pay rate is based in the same way as the regular rate of pay for the workweek in which the non-exempt employee uses paid sick leave, whether or not the employee works overtime in that workweek. However, for non-exempt employees who are paid different hourly rates, employees who are paid by commission or piece rate, and nonexempt salaried employees, the rate of pay for sick leave will be calculated by dividing the employee's total wages (not including overtime premium pay) by the employee's total hours worked in the full pay periods of the prior 90 days of employment.

Wellness Hours may be used for the diagnosis, care or treatment of an existing health condition of, or for the preventive care of, the employee or a family member of the employee. Family members include: child (including stepchild), parent (including step-parent or legal guardian of employee or employee's spouse or registered domestic partner), sibling, spouse, registered domestic partner, grandparent, and grandchild, and designated person. For purposes of this policy, a "designated person" means any individual who the employee designates at the time the employee requests paid sick days. An employee can have only one designated person per each calendar year or per 12-month period for Wellness Hours in accordance with sick leave.

Wellness Hours also will be made available to use during the time an employee serves on a jury or as a witness as required by law, and may also be used by an employee who is a victim, or whose family member is a victim, of domestic violence, sexual assault, stalking or a crime.

Where the need for time off due to illness, including diagnosis, care, prevention or treatment or related to domestic violence, sexual assault or stalking as described in this policy is foreseeable, the employee is required to give reasonable advance notice. If the need for such leave is unforeseeable, the employee shall provide notice as soon as practicable.

Wellness Hour Requests For Vacation

Every effort will be made to grant you your Wellness Hours at the time you desire. When possible, requests for Wellness Hours, which are not due to wellness leave in accordance with California Paid Sick Leave as described in this policy, should be in writing and submitted to your supervisor for approval at least 2 weeks in advance. The amount of wellness time requested cannot exceed the employee's accrued amount available.

Wellness Hours Leaves Of Absence

During unpaid leaves of absences from work, Wellness Hours do not accrue. The use of accrued but unused Wellness Hours can be used for most leaves. Under California law, the employee may use accrued, unused Wellness Hours in an amount that does not exceed ½ of the maximum accrual hours to attend to illness of a child, parent, spouse or registered domestic partner of the employee. Employees must consult with Human Resources before taking any time off in conjunction with an approved leave or accommodation. For more information, please refer to the company's specific policy on Leave of Absences.

Wellness Hours And Overtime Pay

Wellness hour pay will be based on the employees' regular pay rate in effect at the time Wellness Hours are taken. Payment for Wellness Hours will be made on an employee's regularly scheduled payday. Wellness hour pay is not considered "hours worked," e.g., when calculating overtime pay.

Holiday During Wellness Hours

If a Company observed holiday occurs during a scheduled Wellness Hours and the employee is otherwise eligible for holiday pay, such employees will be paid for the holiday rather than a wellness day, and will be expected to return to work on the return date originally authorized by their supervisor.

Payment Of Wellness Hours At Termination

Payment will be made for any accrued, but unused, Wellness Hours upon an eligible regular full-time or regular part-time employee's separation from employment at their current regular pay rate, subject to payroll deductions and withholdings.

Wellness Hours For Religious Reasons

It is the Company's intent to reasonably accommodate the known religious and cultural observances and practices of employees, when to do so would not impose an undue hardship on the Company. Please talk to your supervisor if you need to take time away from work for religious reasons. Your time away from work will be unpaid, unless there is accrued available Wellness Hours.

California Paid Sick Leave

For temporary employees and full-time and part-time employees who work at the Company for 30 or more days in a year, but are not eligible for Wellness Hours, California paid sick leave will, effective on their first day of employment, accrue at a rate of 1 hour for every 30 hours worked. These employees are permitted to use any accrued sick leave beginning on their 90th day of employment. These employees will be permitted to use to the greater of five (5) accrued paid sick days or forty (40) hours of paid sick leave in each year of employment. These paid sick leave hours will have an annual carry-over to the following year maximum of 5 days or 40 hours, and a maximum balance accrual of 10 days or 80 hours. Employees who accumulate the maximum balance will not earn, accrue or vest additional paid sick time hours until the employee has taken some of the previously earned sick time, thereby reducing their accumulated total below the maximum accrual. Thereafter, paid sick time will only be earned up to the maximum balance allowed.

California paid sick leave may be used for the time an eligible employee serves on a jury or as a witness as required by law. Sick leave may also be used by an employee who is a victim, or whose family member is a victim, of domestic violence, sexual assault, stalking or a crime.

Unused sick days or hours which are not taken shall not be paid to a temporary employee or a full-time or part-time employee of the Company who is not eligible for Wellness Hours. Additionally, any unused sick leave will be forfeited upon the employee's separation from the Company. If, however, a temporary employee or a full-time or part-time employee of the Company who is not eligible for Wellness Hours separates from the Company and is rehired within 6 months from the date of separation, previously accrued and unused paid sick days, if any, shall be reinstated. The rehired employee shall be entitled to use those previously accrued and unused paid sick days and to accrue additional paid sick days upon rehiring, subject to the use and accrual limitations set forth in Company policies.

Employees will be permitted to use their California paid sick days in whole-day or partial-day increments, with minimum 30-minute increments.

When a Temporary employee transitions to a regular full-time or regular part-time classification, their accrued, unused CA Sick Time will be converted to Wellness Hours and added to their Wellness Hours balance. The employee will begin accruing Wellness Hours starting from the effective date of this classification change. Wellness Hours cannot be used until the 90th day of employment.

COBRA

The State of California has Cal-COBRA which works in conjunction with the federal Consolidated Omnibus Budget Reconciliation Act (COBRA). Employees and qualified beneficiaries may be eligible to continue their group insurance benefits at the Company group rate plus an administrative fee. The length of COBRA continuation coverage, up to a maximum of 36 months, will be determined by the applicable qualifying event.

STATE DISABILITY INSURANCE

The Employment Development Department (EDD) administers a plan that provides benefits when an employee cannot work because of an illness or injury that is not work related. Benefits are based on employee earnings, and eligible benefits may begin from the first day an employee is hospitalized or after the seventh day of the illness or accident if the employee is not hospitalized. You can get a claim form from your doctor or any workplace of the Employment Development Department, as well as applying on-line at http://www.edd.ca.gov/Disability/.

LEAVES

CALIFORNIA FAMILY RIGHTS LEAVE

Eligibility and Reasons for Leave

The Company recognizes that there are situations when a leave of absence may be necessary for family or medical reasons. Employees eligible for family or medical leave under this

California Family Rights Leave policy are those who have been employed with the Company for a total of at least twelve (12) months, and have performed at least 1,250 hours of service with the Company during the previous twelve months prior to the commencement of leave, and who are employed at a worksite at which the Company employs five (5) or more employees.

Eligible employees may request an unpaid family and medical leave of absence under this policy for:

- The birth of a son, daughter, and to care for the newborn child of the employee;
- The placement of a son or daughter with the employee for adoption or foster care;
- To care for the employee's spouse, grandparent, grandchild, sibling, domestic partner (as defined by Section 297 of the Family Code), child of domestic partner, child or parent (including parent-in-law, defined as the parent of a spouse or domestic partner), with a serious health condition, or a designated person, with a serious health condition ("Family Member"). For purposes of this policy, a designated person means an individual related by blood or whose association with the employee is the equivalent of a family relationship. An employee can have only one designated person per each 12-month period;
- The serious health condition of the employee that makes the employee unable to perform the functions of the employee's position (except for leave taken for disability on account of pregnancy, childbirth, or related medical conditions); and
- Any "qualifying exigency" arising out of the fact that the employee's spouse, domestic partner, child, or parent (including parent-in-law, defined as the parent of a spouse or domestic partner) is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces, as specified in Section 3302.2 of the Unemployment Insurance Code.[1]

Leave to care for a newborn or newly placed or adopted child must be taken and completed within twelve (12) months of the birth, adoption or foster care placement.

Duration of Leave

Eligible employees may be granted up to an aggregate total of twelve (12) workweeks of leave during any twelve (12) month period of time under a rolling 12-month period measured backward from each date an employee uses leave. Each time an employee takes leave, the remaining leave entitlement shall be limited to the balance of their maximum leave entitlement which has not been used in the immediately preceding twelve (12) months.

In any situation, the length of leave granted will be only for that period of time reasonably necessary to attend to the family or medical situation and will not exceed twelve (12) workweeks within the relevant 12-month period.

To the extent applicable law entitles employees to additional time off, the Company will comply with those laws.

Employee Notice and Certification Obligations

Any employee who desires to take a family or medical leave must submit a written request to Human Resources, indicating the date on which the leave will commence and the estimated duration of the leave. If the employee's need for leave is foreseeable, the employee must provide the Company with reasonable advance notice of the need for the leave. An employee's failure to provide notice as provided in the foregoing sentence for a foreseeable leave may

result in denial or delay of leave. If the need for leave is not foreseeable, then notice must be given as soon as practicable, except for emergency circumstances.

An employee who requests leave for the serious health condition of a Family Member must provide written certification to the Company from the health care provider of the Family Member requiring care, which states: (1) the date on which the serious health condition commenced; (2) the probable duration of the condition; (3) an estimate of the amount of time that the health care provider believes the employee needs to care for the family member; and (4) that the serious health condition warrants the participation of the employee to provide care during the period of treatment or supervision of the family member requiring care. Employees who request leave for their own serious health condition must provide written certification to the Company from their health care provider, which states: (1) the date on which the serious health condition commenced; (2) the probable duration of the condition; and (3) that the employee is unable to perform one or more of the essential functions of their position or must be absent from work for medical treatment.

Certification must be provided as soon as practicable and no later than within fifteen (15) days of requesting a leave (except where it is not practicable for the employee to do so despite the employee's good-faith efforts). The Company may require that employees provide the Company with recertification of the above items upon requesting an extension of any previously approved leave. Failure to provide the Company with adequate certification within a timely manner may result in denial or delay of leave.

In any case in which the Company has reason to doubt the validity of the certification of the employee's serious health condition that was provided, the Company may require, at the Company's expense, that the employee obtain the opinion of a second health care provider designated or approved by the Company, concerning any information certified by the health care provider. In any case that the second opinion differs from the opinion of the health care provider in the original certification, the Company may require, at the Company's expense, that the employee obtain the opinion of a third health care provider, designated or approved jointly by the Company and the employee. The opinion of the third health care provider shall be considered to be final and binding.

Intermittent and Reduced-Schedule Leave

If medically necessary due to the serious health condition of the employee, sibling, spouse, grandparent, grandchild, domestic partner, child, parent (including parent-in-law, defined as the parent of a spouse or domestic partner), or designated person (e.g., for recurring medical treatments certified by a healthcare provider), leave may be taken on an intermittent or reduced leave schedule. Leave taken because of a "qualifying exigency" arising from a spouse, domestic partner, child, or parent (including parent-in-law, defined as the parent of a spouse or domestic partner), or designated person being on active duty (or being notified of an impending call or order to active duty) in the Armed Forces may also be taken intermittently or on a reduced leave schedule.

Leave for the birth, adoption, or foster care of a child does not have to be taken in one continuous period of time. Rather, it can be taken in blocks of time in no less than two (2) week increments. On two (2) occasions, however, the Company will grant a request for leave for the birth, adoption, or foster care placement of a child of less than two (2) weeks' duration.

Benefits and Service Time During Leave

Throughout the duration of an approved leave, the employee's medical coverage continues at the same level and conditions, and the employee will remain personally responsible for paying the employee's portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage. If the employee fails to return to work for at least thirty (30) days following the expiration of leave under this policy, the employee will be required to reimburse the Company for the group health insurance premiums paid for by the Company on behalf of the employee during the leave, unless the employee has retired or the employee's failure to return is caused by the continuation, recurrence, or onset of a serious health condition that entitles employee to leave under this policy or circumstances beyond the employee's control. During the leave pursuant to this policy, the employee shall retain employee status with the Company. An employee returning from leave shall return with no less service time credit than the employee had when the leave commenced. An employee shall not accrue service time or benefits during an unpaid leave except as specifically provided under this policy. An employee who requires a leave of more than six (6) months will be given an opportunity to continue medical benefits through the Consolidated Omnibus Budget Reconciliation Act (COBRA) or USERRA.

Use of Wellness Hours During Leave

An employee may elect to utilize and substitute any accrued Wellness Hours during the otherwise unpaid leave; likewise, to the extent authorized by law, the Company requires employees to utilize and substitute any accrued Wellness Hours during the otherwise unpaid leave. An employee may elect to utilize and substitute any accrued paid Wellness Hours or California Paid Sick Leave that the employee is otherwise eligible to take during the leave if the leave is taken for the employee's own serious health condition or for any other reason covered by the California Paid Sick Leave policy. To the extent authorized by law, the Company requires an employee to utilize and substitute any accrued paid Wellness Hours or California Paid Sick Leave that the employee is otherwise eligible to take during the leave if the leave is taken for the employee's own serious health condition. The use of such paid accrued benefits shall not extend the period of the approved leave under this policy.

Reinstatement Rights

Any employee returning from an approved family or medical leave of absence which does not exceed the maximum eligible length of such leave will be reinstated to their original or equivalent position with no loss in seniority or benefits which accrued prior to the leave of absence.

If, however, due to business reasons, the original or equivalent position ceased to exist during the leave period, and, had the employee not taken the leave, they would not otherwise have been employed at the time reinstatement is requested, the employee will not be reinstated at the end of their leave period.

Fitness For Duty Certification

As a condition of the employee returning from a leave taken because of the employee's own serious health condition, the Company may require medical certification from their health care provider that the employee is able to resume work with or without reasonable accommodation.

Other Terms & Conditions of Leave

If an employee does not return to work or obtain an extension, the employee will be treated as voluntarily resigned.

To the extent permitted by law, leave taken pursuant to this policy shall run concurrently with any other leave for which the employee is eligible by law or under applicable Company policy, including but not limited to, a leave under Family and Medical Leave law and a leave during which the employee is receiving wage replacement benefits under the Family Temporary Disability Insurance program, otherwise known as California's Paid Family Leave Insurance program.

This policy is intended to grant leave in full compliance with, and to the extent required by, the California Family Rights Act. Many of the terms used in this policy (for example, "serious health condition" and "serious injury or illness") are defined specifically in the California Family Rights Act and/or the applicable regulations, and those definitions shall govern this policy.

FAMILY AND MEDICAL LEAVE (FMLA)

Eligibility and Reasons for Leave

The Company recognizes that there are situations when a leave of absence may be necessary for family or medical care reasons. Employees eligible for family or medical leave under this Family and Medical Leave policy are those who have been employed with the Company for a total of at least twelve (12) months, and who have performed at least 1,250 hours of service with the Company during the previous twelve months prior to the commencement of leave and who are employed at a worksite at which the Company employs fifty (50) or more employees within a seventy-five (75) mile radius of the worksite.

Eligible employees may request an unpaid family and medical leave of absence under this policy for:

- The birth of a son, daughter, and to care for the newborn child of the employee
- The placement of a son or daughter with the employee for adoption or foster care
- To care for the employee's spouse, registered domestic partner, son, daughter, or parent, with a serious health condition
- the serious health condition of the employee that makes the employee unable to perform the functions of employee's position
- Any "qualifying exigency" arising out of the fact that the employee's spouse, registered domestic partner, son, daughter, or parent is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces.[1] "Qualifying exigency" for purposes of this policy shall have the same meaning as set forth in the applicable federal regulation (29 C.F.R. § 825.126) and includes (1) short-notice deployment (deployment within 7 days of receiving notification); (2) military events and related activities; (3) childcare and school activities; (4) financial and legal arrangements; (5) counseling; (6) rest and recuperation (defined to mean spending time with a covered service member on rest and recuperation leave); (7) post- deployment activities (including to make arrangements in the wake of the death of a covered military member); (8) parental care (care for the parent of the service member where the parent is incapable of self-care); and (9) additional activities not encompassed by the foregoing categories, but mutually agreed to by the employer and employee.

- To care for a spouse, registered domestic partner, son, daughter, parent, or individual to whom the employee is the "next of kin," who is either (i) a member of the Armed Forces (including a member of the National Guard or Reserves) who is (a) undergoing medical treatment, recuperation or therapy for a serious injury or illness, (b) otherwise in outpatient status (i.e., assigned either to a military medical treatment facility as an outpatient or to a unit established for purposes of providing command and control to members of the Armed Forces receiving outpatient medical care) for a serious injury or illness, or (c) otherwise on the temporary disability retired list for a serious injury or illness; or (ii) a veteran who is "undergoing medical treatment, recuperation, or therapy, for a serious injury or illness" and who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes leave to care for the veteran.[2] (Throughout this policy, service members/veterans as described in the foregoing sentence are referred to as "covered service members.")

Leave to care for a newborn or newly placed or adopted child must be taken and completed within twelve (12) months of the birth, adoption or foster care placement.

Duration of Leave

Except in the case of employees taking leave to care for covered service members with a serious illness or injury (who are entitled to longer leaves for that purpose, as addressed below), eligible employees may be granted up to an aggregate total of twelve (12) workweeks of leave during any twelve (12) month period of time under a rolling 12-month period. The rolling 12-month period is measured backward from each date an employee uses FMLA leave. Each time an employee takes leave, the remaining leave entitlement shall be limited to the balance of their maximum leave entitlement which has not been used in the immediately preceding twelve (12) months.

In any situation, the length of leave granted will be only for that period of time reasonably necessary to attend to the family or medical care situation and will not exceed twelve (12) workweeks (or, in the case of a leave required to care for an ill or injured member of the Armed Forces, twenty-six (26) workweeks) within the relevant 12-month period.[3]

Notwithstanding any other provision of this policy, the twenty-six (26) weeks of leave available to care for an ill or injured member/veteran of the Armed Forces shall be available to an eligible employee in only a single twelve-month period beginning the first day on which the employee takes leave to care for the covered service member and ending 12 months after that date. During this single 12-month period, an eligible employee is entitled to a combined total of 26 workweeks of leave for any covered reason for leave under this policy, provided that the employee is entitled to no more than 12 weeks of leave for any reason other than the covered service member's serious illness or injury. In subsequent twelve-month periods, requests for leave to care for the covered service member will be assessed under the same terms and conditions as are generally applicable to employees who are needed to care for family members with a serious health condition, unless the need for leave is related to a subsequent (i.e., different) serious injury or illness (in which case the employee may be entitled to another leave of up to 26 weeks). Likewise, where an employee requires leave to care for a different covered service member with a serious illness or injury, the employee may be entitled to take more than one period of up to 26 weeks' leave.

To the extent applicable law entitles employees to additional time off, the Company will comply with those laws.

Request for Leave

Any employee who desires to take a family or medical care leave must submit a written request to Human Resources, indicating the date on which the leave will commence and the estimated duration of the leave. If the need for family or medical leave is foreseeable, employees must submit their request in writing at least 30 days in advance to their supervisor and to Human Resources (or, in the case of leave taken due to a "qualifying exigency"[4] arising from a family member's service or call to service in the Armed Forces, as soon as is reasonable and practicable). An employee's failure to provide notice as provided in the foregoing sentence for a foreseeable leave may result in denial or delay of leave. If the need for leave is not foreseeable, then requests must be sent as soon as is practical, except for emergency circumstances. Requests for family and medical leaves will normally be granted by the Company based on the facts and circumstances surrounding each individual request. If granted, employees will be given written notice designating the leave as a family and medical leave of absence, as well as notice of their rights and obligations during the leave. If the need for the leave is due to planned medical treatment or supervision, the employee must make reasonable efforts to schedule the treatment or supervision to avoid disruption to the operations of the Company.

An employee who requests leave for the serious health condition of the employee's child, spouse, registered domestic partner or parent, must provide written certification to the Company from the health care provider of the individual requiring care, which states: (1) the date on which the serious health condition commenced; (2) the probable duration of the condition; (3) an

estimate of the amount of time that the health care provider believes the employee needs to care for the child, spouse, registered domestic partner or parent; and (4) that the serious health

condition warrants the participation of the employee to provide care during the period of treatment or supervision of the child, spouse, registered domestic partner or parent requiring care. An employee who requests leave for their own serious health condition must provide written certification to the Company from their health care provider, which states: (1) the date on which the serious health condition commenced; (2) the probable duration of the condition; and (3) that the employee is unable to perform one or more of the essential functions of their position or must be absent from work for medical treatment.

Certification must be provided as soon as practicable and no later than within fifteen (15) days of requesting a leave (except where it is not practicable for the employee to do so despite the employee's good-faith efforts). The Company may require that employees provide the Company with recertification of the above items upon requesting an extension of any previously approved leave. Failure to provide the Company with adequate certification within a timely manner may result in denial or delay of leave.

In any case in which the Company has reason to doubt the validity of the certification of the employee's serious health condition that was provided, the Company may require, at the Company's expense, that the employee obtain the opinion of a second health care provider designated or approved by the Company, concerning any information certified by the health care provider. In any case that the second opinion differs from the opinion of the health care provider in the original certification, the Company may require, at the Company's expense, that the employee obtain the opinion of a third health care provider, designated or approved jointly by

the Company and the employee. The opinion of the third health care provider shall be considered to be final and binding.

Employees who request leave due to a “qualifying exigency” arising from a family member’s service or call to service in the Armed Forces, and employees who request leave to care for a covered service member with a serious illness or injury may be required to present certification in accordance with regulations promulgated by the United States Secretary of Labor. Please see Human Resources for further information.

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[1] For members of a regular component of the Armed Forces, “covered active duty” means duty during the deployment of the member to a foreign country. For members of a reserve component of the Armed Forces, “covered active duty” means duty during the deployment of the member to a foreign country under a call or order to active duty referred to in 10 U.S.C. § 101(a)(13)(B).

[2] For service members discharged or released under conditions other than dishonorable prior to March 8, 2013, the period between October 28, 2009, and March 8, 2013, shall be excluded from calculation of the five-year period.

[3] Several kinds of “qualifying exigencies” leave are subject to shorter maximum durations. See Human Resources for additional information.

INTERMITTENT AND REDUCED-SCHEDULE LEAVE

If medically necessary due to the serious health condition of the employee, spouse, registered domestic partner, child, or parent (e.g., for recurring medical treatments certified by a healthcare provider), leave may be taken on an intermittent or reduced leave schedule. Likewise, with regard to leave to care for a military family member, if medically necessary due to the “serious injury or illness” of the employee’s spouse, registered domestic partner, child, parent or service member to whom the employee stands as “next of kin” (e.g., for recurring medical treatments certified by a healthcare provider), leave may be taken on an intermittent or reduced leave schedule. If an intermittent or reduced-schedule leave is requested for planned medical treatment, the Company may require the employee to temporarily transfer to an alternative position with equivalent pay and benefits which better accommodates the intermittent or recurring leave schedule.

Leave taken because of a “qualifying exigency” arising from a spouse, registered domestic partner, son, daughter, or parent being on active duty (or being notified of an impending call or order to active duty) in the Armed Forces may also be taken intermittently or on a reduced leave schedule.

Leave for the birth, adoption, or foster care of a child does not have to be taken in one continuous period of time. Rather, it can be taken in blocks of time in no less than two (2) week increments. On two (2) occasions, however, the Company will grant a request for leave for the birth, adoption, or foster care placement of a child of less than two (2) weeks’ duration.

Insurance

Throughout the duration of an approved leave, the employee’s medical coverage continues at the same level and conditions, and the employee will remain personally responsible for paying the employee’s portion of the insurance premium, including the employee’s portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage. If the employee fails to return to work for at least thirty (30) days following the expiration of leave

under this policy, the employee will be required to reimburse the Company for the group health insurance premiums paid for by the Company on behalf of the employee during the leave, unless the employee has retired or the employee's failure to return is caused by the continuation, recurrence, or onset of a serious health condition that entitles employee to leave under this policy or circumstances beyond the employee's control.

Use of Wellness Hours

An employee may elect to utilize and substitute any accrued Wellness Hours or California Paid Sick Leave during the otherwise unpaid leave; likewise, to the extent authorized by law, the Company requires employees to utilize and substitute any accrued Wellness Hours or California Paid Sick Leave during the otherwise unpaid leave. An employee may elect to utilize and substitute any accrued paid Wellness Hours or California Paid Sick Leave that the employee is otherwise eligible to take during the leave if the leave is taken for the employee's own serious health condition or for any other reason covered by the California Paid Sick Leave policy. To the extent authorized by law, the Company requires an employee to utilize and substitute any accrued paid Wellness Hours or California Paid Sick Leave that the employee is otherwise eligible to take during the leave if the leave is taken for the employee's own serious health condition. The use of such paid accrued benefits shall not extend the period of the approved leave under this policy.

Return from Leave

Any employee returning from an approved family or medical care leave of absence which does not exceed the maximum eligible length of such leave will be reinstated to their original or

equivalent position with no loss in seniority or benefits which accrued prior to the leave of absence. If, however, for business reasons, the original or equivalent position ceased to exist during the leave period, and, had the employee not taken the leave, they would not otherwise have been employed at the time reinstatement is requested, the employee will not be reinstated at the end of their leave period.

If the employee on leave is a "key" employee, i.e., a salaried employee who is among the top ten percent (10%) of the employees in terms of gross earnings within 75 miles of the worksite at which that employee is employed, and reinstating the employee to employment would result in substantial and grievous economic injury to the operations of the Company, reinstatement may be denied. In such cases, the Company shall give the employee a reasonable opportunity to return to work after notifying the employee of the intent to refuse reinstatement.

Fitness For Duty Certification

As a condition of the employee returning from a leave taken because of the employee's own serious health condition, the Company may require medical certification from their health care provider that the employee is able to resume work with or without reasonable accommodation.

Fraudulently Obtained Leave

An employee who fraudulently obtains or uses leave under this policy is not protected by the reinstatement and health-benefit-maintenance provisions of this policy and applicable law.

Other Terms & Conditions of Leave

If an employee does not return to work or obtain an extension, the employee will be treated as voluntarily resigned.

To the extent permitted by law, leave taken pursuant to this Family and Medical Leave policy shall run concurrently with any other leave for which the employee is eligible by law or under applicable Company policy, including but not limited to, a leave during which the employee is receiving wage replacement benefits under the Family Temporary Disability Insurance program, otherwise known as California's Paid Family Leave Insurance program.

To the extent permitted by law, leave taken pursuant to this policy shall be counted against the employee's annual family and medical leave entitlements under the federal Family and Medical Leave Act of 1993, California Family Rights Act, and any other applicable State or local laws.

This policy is intended to grant leave in full compliance with, and to the extent required by, the federal Family and Medical Leave Act and the California Family Rights Act. Many of the terms used in this policy (for example, "serious health condition" and "serious injury or illness") are defined specifically in the Family and Medical Leave Act, the California Family Rights Act and/or the applicable regulations, and those definitions shall govern this policy.

PAID MEDICAL LEAVE POLICY

This policy provides limited paid leave for approved medical-related absences for eligible regular full time and regular part time employees as defined in the classification section of the employee handbook, in a rolling 12-month period. This Paid Medical Leave will run concurrently with unpaid leave provided under the Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA) when applicable. The Company provides Paid Medical Leave, as set forth below, at 100% of the employee's base pay for the following purposes as defined in the Company's FMLA/CFRA policies: *

- To care for the employee's spouse, child, parent, domestic partner, grandparent grandchild, or sibling who has a serious health condition;
- A serious health condition that makes the employee unable to perform the functions of his or her position;
- Any qualifying exigency due to an employee's spouse, child or parent being on covered active duty (or having been notified of an impending call or order to covered active duty) in the armed forces; or
- To care for a service member who is the employee's spouse, registered domestic partner, child, parent or next of kin.

  **For leaves related to the birth or care of a newborn or newly placed foster or adopted child, please see the Company's Parental Leave Policy.*

To be eligible for any paid benefit under this policy, the employee must provide their supervisor 30 days' notice of the requested leave (or as much notice as practicable if the leave is not foreseeable) and submit the leave request forms to the human resources department. This policy for paid benefits will be in effect for medical leaves occurring on or after February 1, 2024.

Payment for Exempt Employees on Wellness Hours Time Off Plan

An exempt employee on an approved leave of absence covered by the FMLA and/or CFRA will be eligible to be paid 100% of the employee's base pay for up to thirty (30) calendar days of the employee's approved FMLA/CFRA leave. This paid leave will start the first day of the approved leave. For leaves that extend beyond the paid leave approved by the Company, the employee may apply for state benefits, such as California Paid Family Leave, State Disability Insurance and/or Short Term Disability, upon exhausting paid leave pursuant to this policy.

Payment for Non-Exempt Employees on Wellness Hours Time Off Plan

A full-time non-exempt employee on an approved FMLA or CFRA medical leave of absence will be eligible to be paid up to 30 calendar days of Paid Medical Leave at 100% of the employee's base pay, based on 40-hour work week. Paid Medical Leave will apply to the first day of qualifying leave. Once the employee's approved FMLA or CFRA leave extends beyond 30 days, the remainder of the FMLA or CFRA leave will be unpaid and the employee may utilize any available accrued Wellness Hours in accordance with the Company's Wellness Hours policy and/or may apply for benefits through the state, such as California Paid Family Leave, State Disability Insurance and/or Short-Term Disability.

Regular part-time non-exempt employees on an approved FMLA or CFRA medical leave of absence will be eligible to be paid up to thirty (30) calendar days of Paid Medical Leave on a prorated basis determined by the employee's average daily hours worked over the preceding eight weeks.

Approved Medical Non-FMLA Leaves

A regular non-exempt employee on an approved unpaid medical leave of absence that is not covered by the FMLA or CFRA may use any of the employee's available accrued Wellness Hours on the approved unpaid leave. For more information, please refer to the Company's specific policy on Leave of Absences and Wellness Hours.

In all circumstances, use of Paid Medical Leave benefits under this policy or Wellness Hours, if any, by an employee shall be concurrent with the employee's approved leave time. Under no circumstances shall paid leave benefits under this policy or use of an employee's Wellness Hours extend the period of the employee's approved leave of absence.

Coordination with Other Policies

If a company holiday occurs while the employee is on paid medical leave, such day(s) will be charged to paid medical leave and such holiday pay will not extend the total paid medical leave entitlement.

PAID PARENTAL BONDING LEAVE

Policy

The Company will provide up to 12 weeks of paid parental bonding leave to eligible regular full-time and regular part-time employees (defined below) following the placement of a child with an employee in connection with adoption or foster care or after the birth of an employee's child. For employees who have given birth, paid parental bonding leave will begin after the employee

has exhausted pregnancy disability leave, or is released to work or seeks to return to work from pregnancy disability leave, whichever occurs first. The purpose of paid parental bonding leave is to enable the eligible employee to care for and bond with a newborn or a newly adopted or newly placed child following the child's birth, adoption, or foster placement. This leave shall run concurrently with any leave to which the employee may be eligible under applicable law or Company policy, including the Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA). Please refer to Company policies for eligibility for unpaid leave pursuant to those policies. The maximum time for parental bonding leave (paid or unpaid) is twelve weeks in a 12- month period.

This policy will be in effect for births, adoptions or placements of foster children occurring on or after February 1, 2024

Eligibility

Eligible employees must meet all the following criteria:

- Have been employed with the Company for at least 12 months (the 12 months do not need to be consecutive);
- Have worked at least 1,250 hours during the 12 consecutive months immediately preceding the date the leave would begin; and
- Be a full- or part-time, regular employee (temporary employees and interns are not eligible for this benefit).

In addition, eligible employees must meet one of the following criteria:

- Have given birth to a child;
- Be a spouse or partner of a person who has given birth to a child; or
- Have adopted a child or been placed with a foster child (in either case, the child must be age 17 or younger). The adoption of an employee's spouse's child by the employee is excluded from this policy.

Amount, Time Frame and Duration of Paid Parental Leave

- Eligible employees will receive a maximum of 12 weeks of paid parental bonding leave per birth, adoption or placement of a child/children. In the event that a multiple birth, adoption or placement occurs (e.g., the birth of twins or adoption of multiple children), such occurrence does not increase the 12-week total amount of paid parental leave available for that event. In addition, in no case will an employee receive more than 12 weeks of paid parental leave in a rolling 12-month period, regardless of whether more than one birth, adoption or foster care placement event occurs within that 12-month time frame.
- If both parents are employees of the Same Company, only one may access the paid benefits of this policy in a 12-month period. Both, however, may qualify for available unpaid state and federal family and medical leave or available unpaid new parent bonding leave if otherwise eligible.
- Each week of paid parental leave is compensated at 100% of the employee's regular, straight time weekly pay.

- For employees who have not given birth, approved paid parental leave may be taken at any time during the 6-month period immediately following the birth, adoption or foster placement of a child with the employee.
- For employees who have given birth, approved paid parental leave must commence immediately following the employee's exhaustion of, or release to work or seeking to return to work from, pregnancy disability leave, whichever occurs first. If the employee chooses not to take paid parental leave, they may instead choose to utilize state-provided baby bonding benefits, if applicable. If an employee is not yet eligible for paid parental leave at the time their pregnancy disability leave ends or at the time they are released to work or they seek to return to work, whichever occurs first, they will be given the option to take paid parental leave upon meeting eligibility requirements, provided eligibility is met within six months following the exhaustion of, or release to work or seeking to return to work from, pregnancy disability leave, whichever occurs first. Paid parental leave may not be used or extended beyond this eligibility timeframe.
- Employees must take paid parental leave in one continuous period of leave. Any unused paid parental leave will be forfeited at the end of the applicable 6-month time frame and is not paid out or subject to carry-over.
- Upon termination or separation of the individual’s employment at the company for any reason, they will not be paid for any unused paid parental leave for which they were eligible.

Coordination with Other Policies

- Paid parental bonding leave taken under this policy will run concurrently with leave under the FMLA/CFRA; thus, any leave taken under this policy that falls under the definition of circumstances qualifying for leave due to the birth or placement of a child due to adoption or foster care, will be counted toward the 12 weeks of available FMLA/CFRA leave per a 12-month period. All other requirements and provisions under the FMLA/CFRA will apply. In no case will the total amount of leave—whether paid or unpaid—granted to the employee under the FMLA/CFRA exceed 12 weeks during the 12-month FMLA/CFRA period. Please refer to the Family and Medical Leave Policy for further guidance on the FMLA/CFRA.
- The Company will maintain all benefits for employees during the paid parental leave period just as if they were taking any other company paid leave.
- If a company holiday occurs while the employee is on paid parental leave, such day will be charged to Paid Parental Leave and such holiday pay will not extend the total paid parental leave entitlement.

Requests for Paid Parental Leave

- The employee will provide their supervisor and human resources with notice of the request for paid leave pursuant to this policy at least 30 days prior to the proposed date of the leave (or if the leave was not foreseeable, as soon as possible). The employee must complete the necessary Human Resources forms and provide all documentation as required by the HR department to substantiate the request.
- As is the case with all Company policies, the Company has the exclusive right to

interpret this policy.

PREGNANCY & LACTATION ACCOMMODATIONS

PREGNANCY DISABILITY LEAVE (PDL)

Overview & Procedures

Employees disabled by pregnancy, childbirth, or a related medical condition may request an unpaid leave of absence. If absence for two (2) weeks or more is expected, the employee must request a leave of absence. Any employee who desires to take a pregnancy disability leave must submit a written request to Human Resources, indicating the date on which the leave will commence and the estimated duration of the leave. A written medical certification by the employee's health care provider including: (1) a statement that the employee needs to take leave because the employee is disabled by pregnancy, childbirth or a related medical condition; (2) the date on which the employee became disabled; and (3) the estimated duration of the leave, is required, pursuant to Company policies.

A thirty (30) day notice by the employee for the leave is required, unless such notice is impractical or such leave is unforeseeable.

Normally, the length of the leave granted will be for the period of time that a health care provider determines that the employee is unable to perform the employee's job due to the disability. The total period of any approved leave of absence on account of disability due to pregnancy, childbirth or related medical conditions may not exceed four (4) months, unless otherwise required by law.

If the employee is eligible under the California Family Rights Act (CFRA), up to an additional twelve weeks of unpaid leave may be granted after the birth of the baby in order to care for the newborn. Pregnancy disability leaves do not run concurrently with California CFRA but will run concurrently with the federal Family and Medical Leave Act (FMLA).

Pregnancy disability leave may be taken intermittently or on a reduced schedule as determined and certified by the employee's health care provider and consistent with applicable law. If it is medically advisable, and certified in writing by the employee's health care provider, for an employee to take intermittent leave or leave on a reduced work schedule, and it is foreseeable based on planned medical treatment because of the pregnancy, the employee may be required to transfer temporarily to an available alternative position to accommodate the medical need for intermittent leave or leave on a reduced work schedule.

In addition, the Company will transfer an employee affected by pregnancy to another position provided that: (1) the request is based upon the certification of the employee's healthcare provider that a transfer is medically advisable; and (2) the Company can reasonably accommodate the transfer. Likewise, to the full extent required by law, the Company will provide other reasonable accommodation if (1) the request is based upon the certification of the health care provider that the accommodation is medically advisable, and (2) the requested accommodation is reasonable.

Insurance

Throughout the duration of an approved leave, the employee will remain personally responsible for paying their portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage.

Use of Wellness Hours

An employee may elect to use any accrued Wellness Hours during the employee's otherwise unpaid pregnancy disability leave; likewise, to the extent authorized by law, the Company may require an employee to utilize and substitute any accrued, paid Wellness Hours that the employee is otherwise eligible to take during the leave. An employee may elect to use any accrued Wellness Hours time during the otherwise unpaid pregnancy disability leave.

The use of such paid accrued benefits shall not extend the period of approved pregnancy leave. An employee on PDL may be eligible for State Disability Insurance (SDI), and Paid Family Leave (PFL). An employee may not receive wages from both SDI or PFL and the Company in an amount exceeding the employee's calculated weekly pay. Doing so might cause the disqualification, and/or a penalty issued by the State, and is the responsibility of the employee to notify both the Company and the Employment Development Department for your state.

Return from Leave

Employees on pregnancy leave who return to work immediately following the end of an approved leave, which does not exceed 4 months, with a physician's written release verifying that they are able to safely perform their duties will be returned to the same position held immediately prior to their leave, unless that employee would not otherwise have been employed in her same position at the time is requested for legitimate business reasons unrelated to the employee's pregnancy disability leave. If the employee is not entitled to reinstatement to her same position, as described in the foregoing sentence, the Company will assign the employee to a comparable position, unless no comparable position is available, or unless the Company would not have offered a comparable position to the employee if she had worked continuously throughout the leave period. If a comparable position is not available as of the scheduled date of reinstatement to an employee not entitled to reinstatement to her same position, the Company will notify the employee of any comparable positions that become available within 60 calendar days of the employee's scheduled date of reinstatement by means reasonably calculated to inform the employee, e.g., in person, by letter, telephone or email, or by links to postings on the Company's website regarding job openings.

Employees who do not return to work at the end of their authorized leaves and do not obtain an approved extension of the leave will be treated as having voluntarily resigned.

LACTATION ACCOMMODATION

Of course, to the full extent required by applicable law, the Company will provide a reasonable amount of break time to accommodate an employee who desires to express breast milk in private for the employee's infant child during the workday. The Company will provide an appropriate location, as defined by applicable laws, which is a space, other than a bathroom, in close proximity to the employee's work area, that is free from intrusion, private, and shielded from view from other employees and the public. The Company will also provide access to both a sink with running water and if possible, a refrigerator suitable for storing milk in close proximity to the employee's workspace. If the Company cannot provide a refrigerator, then the Company will provide another cooling device suitable for storing milk, such as an employer-provided cooler.

The break time afforded under this policy shall, if possible, run concurrently with a non-exempt employee's authorized paid rest periods, during which the non-exempt employee shall be completely relieved from work duties. The Company may provide separate break time if it is not possible for the lactation time to run concurrently with a non-exempt employee's rest periods, or if the employee needs additional break time to express milk, but such separate and/or additional break time will be unpaid provided the non-exempt employee shall be completely relieved of work duties during the break. If the employee is not relieved of all duty during the break, the time shall be compensated. The frequency of breaks needed to express milk as well as the duration of each break will likely vary.

Exempt employees should be paid their full weekly salary as required by federal, state, and local law, regardless of whether they take breaks to express breastmilk.

Employees have the right to request lactation accommodation. To do so, Employees must notify their Supervisor or Human Resources if such accommodations are required.

If the Company cannot provide break time or a location that complies with the policy, the Company will notify the employee in writing.

The employee has the right to file a complaint with the Labor Commissioner's Bureau of Field Enforcement for any violation of their rights for lactation accommodation.

THE PREGNANT WORKERS FAIRNESS ACT (PWFA)

Under the Pregnant Workers Fairness Act (PWFA), reasonable accommodation may be provided for qualified employees and applicants who are affected by limitations related to pregnancy, childbirth, or related medical conditions, which are known by the Company unless the accommodation will cause undue hardship to the Company.

The Company will engage in the interactive process with qualified employees and applicants to determine reasonable accommodations in the workplace of known limitations, such as physical or mental conditions, related to pregnancy, childbirth, or related medical conditions.

Reasonable accommodations of the known limitations will be provided unless the Company can demonstrate that the accommodations would place an undue hardship on business operations.

The Company may only require employees to use a paid or unpaid leave to accommodate pregnancy-related restrictions if no other reasonable accommodations can be provided that would let the employee keep working.

Qualified Employee

Employees and applicants are qualified under PWFA if they, with or without reasonable accommodation, can perform the essential functions of the employment position. An individual is still qualified if the inability to perform an essential function is for a temporary period, the essential function could be performed in the near future, and the inability to perform the essential function can be reasonably accommodated.

Request for PWFA

Employees must notify their Supervisor or Human Resources Department to begin the interactive process. The employee will be required to complete an Accommodation Request and the Company will require medical certification from the employee's health care provider.

Other Terms & Conditions

This policy is intended to grant pregnancy accommodations in full compliance with, and to the extent required by, the federal Pregnant Workers Fairness Act (PWFA).

PERSONAL LEAVE

Personal Leave – A leave of absence for a compelling personal reason that does not qualify under the provisions of the California Family Rights Act (CFRA), federal Family and Medical Leave Act (FMLA), or Pregnancy Disability Leave.

Length of Leave

Employees who have completed at least one year of continuous service may submit a written request for a personal leave of absence. Personal leaves are unpaid and are not to exceed more than thirty (30) calendar days in a rolling 12 month period.

Requests for Leave

Written requests must state the reason for the leave, as well as the beginning and ending dates. Requests must be submitted to HR 30 days prior to leave and approval for leave is at the sole discretion of the Company, based on the facts and circumstances surrounding each individual request, and business needs. In emergency situations, management may waive the advance notice requirement.

Insurance

Throughout the duration of an approved leave, the employee will remain personally responsible for paying the employee's portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage.

Use of Wellness Hours

All personal leaves require the concurrent use of all accrued but unused Wellness Hours. If an employee has exhausted all accrued but unused Wellness Hours, the leave will be taken without pay.

Return from Leave

Employees who return to work at the end of a personal leave will normally be returned to their former job classification if an opening exists or, if there is no such opening, they will be considered for a comparable position if one is available. The Company reserves the right to permanently replace an employee during an approved leave of absence.

BEREAVEMENT LEAVE

The Company provides up to five (5) days of Bereavement Leave to regular full-time and regular part-time employees due to the death of a family member. Family member is defined as spouse, domestic partner, child (including biological, adopted or foster child, stepchild, legal ward or child to whom the employee stands in loco parentis), parent (including biological, adoptive, or foster parent, stepparent or legal guardian of employee or employee's spouse or registered domestic partner, or the person who stood in loco parentis when the employee was a minor child), sibling, grandparent, grandchild, a stepparent or stepchild. The employee can use bereavement leave for each qualifying occurrence, meaning each death of a qualifying member.

- All 5 days of bereavement leave are paid by the company.
- The five (5) days of bereavement leave do not need to be taken consecutively and can be taken intermittently. The employee must complete the bereavement leave within three (3) months of the family member's date of death.
- If the employee requires more than the allowed days off under this policy, the employee may request to use accrued and available Wellness Hours.
- The employee should notify their supervisor or manager immediately upon the death of the employee's family member or other individual, for which the employee will request bereavement leave.
- The company may require that the employee provide documentation of the death of the family member which may include a death certificate, published obituary, or written verification of death, burial or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or government agency. The documentation, if requested by the employer, must be provided within 20 days of the first day of bereavement leave. All 5 days of bereavement leave is paid for by the company

Eligibility

Eligible employees must meet all the following criteria:

- Full Time or Part Time
- Have worked at least 30 days with the company.

For a reproductive loss event please refer to our Reproductive Loss Policy.

REPRODUCTIVE LOSS POLICY

The Company provides up to five (5) days of Reproductive leave to regular full-time and regular part-time employees due to a reproductive loss event. A reproductive loss event is defined as the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. For an employee who experiences multiple reproductive loss events in a 12-month period, the employee can take up to five (5) days for each reproductive loss, up to a maximum of 20 days within a 12-month period.

Definitions

A "reproductive loss event" means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction.

"Failed adoption" means the dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another

party. This event applies to a person who would have been a parent of the adoptee if the adoption had been completed.

“Failed surrogacy” means the dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate. This event applies to a person who would have been a parent of a child born as a result of surrogacy.

“Miscarriage” means a miscarriage by a person, by the person’s current spouse or domestic partner, or by another individual if the person would have been a parent of a child born as a result of the pregnancy.

“Stillbirth” means a stillbirth resulting from a person’s pregnancy, the pregnancy of a person’s current spouse or domestic partner, or another individual, if the person would have been a parent of a child born as a result of a pregnancy that ended in stillbirth.

“Unsuccessful assisted reproduction” means an unsuccessful round of intrauterine insemination or an assisted reproductive technology procedure. This event applies to a person, the person’s current spouse or domestic partner, or another individual, if the person would have been a parent of a child born as a result of the pregnancy.

- All days of eligible leave permitted under this policy are paid by the Company.
- Leave permitted under this policy does not need to be taken consecutively and can be taken intermittently. Eligible employees must take the leave within three months of the event triggering the leave (i.e., the reproductive loss event). In the event the employee takes other leave protected by law (such as FMLA, CFRA, or PDL), leave under this policy due to a reproductive loss event must be completed within three (3) months of the end of the other legally protective leave.
- If the employee requires more than the allowed days off under this policy, the employee may request to use accrued and available Wellness Hours.
- The employee should notify their supervisor/manager immediately upon the reproductive loss event, for which the employee will request leave for reproductive loss. No documentation is required for a reproductive loss event.

Eligibility

Eligible employees must meet all the following criteria:

- Full-time or part-time
- Eligible after 30 days of employment.

JURY DUTY LEAVE

Jury Duty Leave – A leave of absence to serve on jury duty. Employees are encouraged to fulfill their civic responsibilities by serving on jury duty when required. Employees who are summoned for jury duty at a time that would be a particular hardship for our business may be asked to request the court to reschedule the jury duty.

Length of Leave

Regular full-time and regular part-time employees are eligible to be compensated for up to ten (10) jury duty days in a rolling 12-month period. Eligibility is from the date of hire. Any time off

taken for jury duty beyond the 10 days will not be compensated by the Company, except as required by laws governing the compensation of exempt employees.

For employees who are not eligible for Wellness Hours, time off taken to perform jury service will not be compensated by the Company, except as required by laws governing the compensation of exempt employees. However, employees who are not eligible for Wellness Hours may utilize any available accrued California paid sick leave during the time an employee serves on a jury or as a witness as required by law.

Request for Leave

The employee must give a copy of the Juror's summons to their supervisor within seven (7) days of notification.

Use of Wellness Hours

Employees called for jury duty will be compensated at their normal base wage for a maximum of eight (8) hours per each day served on jury duty without the use of Wellness Hours. This may be a full eight (8) hours served on jury duty, or a combination of hours worked and hours served on jury duty up to a maximum of forty (40) hours during a 5-day work week. Time spent on jury duty is not considered time worked for overtime purposes.

Return from Leave

The employee must complete and submit a Leave of Absence Request Form and submit this form to their supervisor along with their time sheets, and the documentation provided by the Court detailing the days/hours served in the same pay period the leave was taken. If the leave spans across two pay periods, one Leave of Absence Request Form must be completed for each pay period the leave took place.

SUBPOENA/WITNESS LEAVE

The Company shall grant leave to employees when they are summoned to report for witness service by any federal or state court. However, due to the hardship caused by any employee's absence, such time off taken to perform witness service unrelated to Company business will not be compensated by the Company, except as required by laws governing the compensation of exempt employees. However, an employee may utilize any available unused, accrued Wellness Hours time, if eligible, or available accrued California paid sick leave during the time the employee is on jury duty or witness service, if not eligible for Wellness Hours.

Employees will be paid their normal wage or salary if required by a subpoena by the company to appear in court on Company business and does not require the use of Wellness Hours by the employee.

Return from Leave

Employees are expected to report for work if they are excused by the Court on any day after less than 4 hours. Employees not reporting for work during off-time at the court will be subject to disciplinary action. The employee must complete and submit a Leave of Absence Request Form and submit this form to their supervisor along with their time sheets in the same pay period the leave was taken. If the leave spans across two pay periods, one Leave of Absence Request Form must be completed for each pay period the leave took place.

MILITARY SERVICE LEAVE

Military Service Leave – Under the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), an employee who leaves the company to perform military duties on behalf of the state or U.S. Government will be eligible for unpaid leave of absence in accordance with Federal and State laws governing such leaves.

Length of Leave

Under USERRA, employees are allowed absences from work for military duty for up to five (5) years. This five-year leave is the cumulative length of all absences from employment due to military service and not necessarily one continuous period. Certain exceptions might provide for an extension of the five-year limitation. For more information, please contact the Human Resources Department.

Request for Leave

All employees must provide advance written or verbal notice of the need for military leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

Insurance

An employee who requires a leave of less than 30 days will remain personally responsible for paying the employee's portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage.

An employee who requires a leave of more than one (1) month will be given an opportunity to continue benefits through the Consolidated Omnibus Budget Reconciliation Act (COBRA) or USERRA. More information can be obtained by contacting the Human Resources Department.

Use of Wellness Hours

This is an unpaid leave of absence; however, an employee has the option to use their accrued but unused Wellness Hours. Leaves in excess of available, accrued Wellness Hours time will be without pay to the extent authorized by law.

Return from Leave

The employee will be reinstated in accordance with applicable laws, and if the employee is qualified to return to work and reapplies for work within the time periods permitted by law. For more information, please contact the Human Resources Department.

MILITARY SPOUSE LEAVE

Military Spouse Leave – A leave of absence intended for the spouses, or registered domestic partner of military personnel. An employee working 20 hours or more a week and have a spouse or registered domestic partner who is a member of the United States Armed Forces (the Army,

Navy, Air Force, Marines, and Coast Guard), National Guard, or Army Reserve who has been deployed during a period of military conflict, and is on leave (not returning from) military deployment.

Request for Leave

The employee must provide notice to their Supervisor, no later than two (2) business days after receiving an “official notice” that the spouse will be on leave (not returning from) military deployment, and that the employee intends to take the time off from work during the leave from deployment. The employee must use the company’s Leave of Absence Request form to provide notice to the employer. Further, the employee must provide “written documentation, certifying” that the spouse will be on leave from deployment during the time of the employee's requested leave.

Length of Leave

Employees are entitled up to ten (10) unpaid days off from work per deployment.

Use of Wellness Hours

This is an unpaid leave of absence; however, an employee has the option to use their accrued but unused Wellness Hours. Leaves in excess of available, accrued Wellness Hours time will be without pay to the extent authorized by law.

Return from Leave

The employee must complete and submit a Leave of Absence Request Form and submit this form to their supervisor along with their time sheets in the same pay period the leave was taken. If the leave spans across two pay periods, one Leave of Absence Request Form must be completed for each pay period the leave took place.

EMERGENCY DUTY/VOLUNTEER FIREFIGHTERS LEAVE

Emergency Duty/Volunteer Firefighter Leave – No employee shall be discharged or in any manner discriminated against for taking time off to perform emergency duty as a volunteer firefighter, a reserve peace workplace, or emergency rescue personnel.

Leave for Training

An employee who is a volunteer firefighter shall be permitted to take temporary leaves of absence, not to exceed an aggregate of fourteen (14) days per calendar year, for the purpose of engaging in fire or law enforcement training.

Request for Leave

The employee must use the company’s Leave of Absence Request form to provide notice to the employer.

Use of Wellness Hours

This is an unpaid leave of absence; however, an employee has the option to use their accrued but unused Wellness Hours. Leaves in excess of available, accrued Wellness Hours time will be without pay to the extent authorized by law.

Return from Leave

The employee must complete and submit a Leave of Absence Request Form and submit this form to their supervisor along with their time sheets in the same pay period the leave was taken. If the leave spans across two pay periods, one Leave of Absence Request Form must be completed for each pay period the leave took place.

VICTIMS OF CRIME – TIME OFF TO OBTAIN RELIEF

An employee who is a victim of a “Covered Crime” is eligible for unpaid leave to obtain or attempt to obtain relief, including but not limited to, a restraining order or other injunctive relief, to help ensure the employee’s health, safety or welfare, or that of the employee’s child(ren). A “Covered Crime” is a crime or public offense, regardless of whether a person is arrested for, prosecuted for, or convicted of, committing the crime, that: (a) would constitute a misdemeanor or a felony if the crime had been committed in California by a competent adult, or (b) an act of terrorism as defined in Section 2331 of Title 18 of the United States Code.

The employees must provide reasonable advance notice to Human Resources (unless advance notice is not feasible) of the employee’s intention to take leave under this policy.

When an unscheduled absence is taken, the employee must provide certification to Human Resources within a reasonable time after the employee’s absence in any of the following forms:

- A police report indicating that the employee was a victim.
- A court order protecting or separating the employee from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that the employee appeared in court.
- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse.
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee or an individual acting on the employee’s behalf that certifies that the absence is for a purpose as authorized in this policy.

Employees may use available Wellness Hours, accrued California Paid Sick Leave or other paid time off available to the employee in lieu of unpaid leave status.

The total amount of leave taken under this Policy, The Victims Of Crimes – Time Off For Medical Care and Safety Planning policy, and the Victims Of Crime – Time Off To Appear At Court/Comply With A Subpoena policy is limited to 12 weeks.

To the extent permitted by law, the maximum amount of combined time that an eligible employee can take a leave under this policy, the California Family Rights Act, and the Family and Medical Leave policy is 12 weeks in a 12-month period.

VICTIMS OF CRIME – TIME OFF FOR MEDICAL CARE AND SAFETY PLANNING

An employee who is: (a) a victim or whose family member is a victim, of a qualifying act of violence is eligible to take unpaid time off from work to attend to any of the following:

- To obtain or attempt to obtain any relief for the family member. Relief includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim.
- To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence.
- To participate in safety planning or take other actions to increase safety from future qualifying acts of violence.
- To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare.
- To provide care to a family member who is recovering from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence.
- To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence.
- To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this Policy, “qualifying act of violence” means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence.
- Sexual assault.
- Stalking.
- An act, conduct, or pattern of conduct that includes any of the following:
    I. an individual causes bodily injury or death to another individual.
    II. an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or
    III. an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

A family member shall mean: (a) a child, regardless of age, of the employee (biological, adopted or foster child, stepchild, legal ward, or to whom the employee stands in loco parentis), child of employee’s domestic partner, or a person to whom the employee stood in loco parentis when the person was a minor; (b) a parent (biological, adoptive, foster, stepparent or legal guardian) of the employee, employee’s spouse or domestic partner, or a person who stood in loco parentis when the employee or the employee’s spouse or domestic partner was a minor child; (c) a person to whom the employee is legally married under the laws of any state, or a domestic

partner of the employee as registered under the laws of any state or political subdivision; (d) a sibling of the employee (biological, foster, adoptive, step siblings or half-sibling); or (e) a designated person.

For purposes of this Policy, “designated person” means any individual related by blood or whose association with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave.

Employees are required to provide reasonable advance notice to Human Resources, unless the advance notice is not feasible of the employee’s intention to take time off under this policy.

When an unscheduled absence occurs for these purposes, the employee must provide a certification to Human Resources within a reasonable time after the absence in any of the following forms:

- A police report indicating that the employee was a victim.
- A court order protecting or separating the employee from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that the employee appeared in court.
- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse.
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee’s behalf that certifies that the absence is for a purpose as authorized in this policy.

Employees may use accrued Wellness Hours or accrued California Paid Sick Leave in lieu of unpaid time off.

Leave taken to relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare, where the employee’s family member is a victim who is not deceased as a result of a crime, and the employee is not a victim is limited to five days.

Leave taken when any employee’s family member is a victim who is not deceased as a result of crime, and the employee is not a victim is limited to 10 days.

The total amount of leave taken under this Policy, The Victims Of Crimes – Time Off To Appear In Court policy, and the Victims Of Crime – Time Off To Obtain Relief policy is limited to 12 weeks.

To the extent permitted by law, the maximum amount of combined time that an eligible employee can take a leave under this policy, the California Family Rights Act, and the Family and Medical Leave policy is 12 weeks in a 12- month rolling period.

VICTIMS OF CRIMES – TIME OFF TO APPEAR AT COURT/COMPLY WITH A SUBPOENA

An employee who is the victim of any crimes is eligible for unpaid leave to appear in court to comply with a subpoena or other court order as a witness at any judicial proceeding, including post-arrest release decision, plea, sentencing, post-conviction release decision, or any proceeding in which a right of the victim is at issue. An employee victim of a crime as referenced above may take time off under this policy if the crime or public offense, wherever it may have taken place, would constitute a misdemeanor or a felony if the crime had been committed in California by a competent adult, or an act of terrorism as defined in Section 2331 of Title 18 of the United States Code, whether a person is arrested for, prosecuted for, or convicted of, committing the crime.

Employees may use accrued Wellness Hours or accrued California Paid Sick Leave in lieu of unpaid leave status.

The total amount of leave taken under this policy, the Victims Of Crime – Time Off For Medical Care And Safety Planning policy, and the Victims Of Crime – Time Off To Obtain Relief policy is limited to 12 weeks.

To the extent permitted by law, the maximum amount of combined time that an eligible employee can take a leave under this policy, the California Family Rights Act, and the Family and Medical Leave policy is 12 weeks in a 12-month period.

SCHOOL ISSUES & ACTIVITIES LEAVE

An employee who is the parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in loco parentis to, one or more children of the age to attend a licensed childcare provider, or kindergarten or grades 1 through 12, is eligible for up to 40 unpaid hours off per school year for the purpose of: (1) finding, enrolling, or re enrolling their child in a school or with a licensed childcare provider, (2) participating in activities of the school or licensed child care provider, and/or (3) addressing a child care provider or school emergency. Employees may be required to use any accrued Wellness Hours or personal leave for these purposes.

The employee may take up to eight hours in any calendar month of the year to find, enroll, or re-enroll their child in a school or with a licensed childcare provider, or to participate in activities of the school or licensed child care provider. The employee is required to provide documentation from the school or licensed child care provider as proof.

A child care provider or school emergency means that an employee’s child cannot remain in a school or with a child care provider because: (1) the school or child care provider has requested that the child be picked up, or has an attendance policy (excluding planned holidays) that prohibits the child from attending or requires the child to be picked up; (2) behavioral or discipline problems; (3) closure or unexpected availability of the school or child care provider (except for planned holidays); or (4) a natural disaster. Employees must give reasonable notice, prior to taking the time off, for a planned absence for any of the above-enumerated child-related activities. An employee who is the parent or guardian of a child who has been suspended from school will be allowed unpaid time off if requested by the school to appear at the school in connection with that suspension. The employee must give reasonable notice to Human Resources of the request.

Use of Wellness Hours

Except for time off granted in connection with a child's suspension from school, time off will be charged to the employee's accrued but unused Wellness Hours. Additional time off allowed under this policy in excess of available accrued Wellness Hours, will be unpaid to the extent authorized by law. Time off allowed in connection with a request by the school for the employee to appear at school due to a suspension of the child will be unpaid time off.

Return from Leave

The employee must complete and submit a Leave of Absence Request Form and submit this form to their supervisor along with their time sheets, and the documentation provided by their child's school or licensed day care facility as proof that the employee participated in the activity, or suspension meeting on a specific date and at a specific time.

STUDENT TEACHER LEAVE

Regular full-time and regular part-time employees may request a student teaching leave if required by a teacher preparation program.

Length of Leave

The length of leave will be determined by the requirements of the teacher preparation program.

Request for Leave

Employees must provide 30 days advance notice of the need to take a leave by submitting a Leave of Absence Request form to the Supervisor. The request must be approved by the supervisor, and will be granted on a case by case basis in accordance with business needs.

Use of Wellness Hours

All student teaching leave(s) require the use of all accrued but unused Wellness Hours. If an employee has exhausted all accrued but unused Wellness Hours, the leave will be taken without pay.

Insurance

An employee who requires a leave of less than 30 days will remain personally responsible for paying the employee's portion of the insurance premium, including the employee's portion of dependent coverage, if any. Failure to pay premiums in a timely manner may result in a lapse of coverage. An employee who requires a leave of more than (1) month will be given an opportunity to continue group medical insurance benefits through the Consolidated Omnibus Budget Reconciliation Act (COBRA). More information on COBRA can be obtained by contacting the Human Resources Department.

Return from Leave

Employees who return to work at the end of a student teaching leave will normally be returned to their former job classification if an opening exists or, if there is no such opening, they will be considered for a comparable position if one is available. The company reserves the right to permanently replace an employee during an approved leave of absence.

ORGAN AND BONE MARROW DONOR LEAVE

The Company grants paid leaves of absence to employees in California who have been employed for at least a 90-day period immediately preceding the commencement of leave and who seek leave to donate an organ or bone marrow. Employees shall receive up to 30 business days of paid leave plus 30 business days of unpaid leave to donate an organ and up to five business days to donate bone marrow in a one-year period, which is measured from the day the leave begins and consists of 12 consecutive months. This leave may be taken in one or more periods, but it shall not exceed the time periods set forth above. To take this leave, employees must provide written verification that their donation is required by medical necessity.

Any period of time that employees are absent to be an organ or bone marrow donor does not constitute a break in continuous service for employment benefit purposes, and, to the extent required by law, employees returning from these leaves shall be restored to the position they held upon commencing their leave or to an equivalent position.

Retaliation against an employee who requests leave under this policy is strictly prohibited.

Use of Wellness Hours

Employees must take five (5) days of earned but unused Wellness Hours for bone marrow donation leave and two (2) weeks of earned but unused Wellness Hours for organ donation leave.

UNEMPLOYMENT

The Company pays unemployment insurance taxes on your behalf to both the state and federal governments. These taxes fund the payment of unemployment insurance benefits to you should you become eligible to receive them. Detailed information about unemployment insurance benefits can be obtained from the Employment Development Department at www.edd.ca.gov.

SECTION 6: SAFETY

CONFLICT PREVENTION AND RESPONSE POLICY

The Company is committed to providing staff with a work environment that is safe, secure, and free of intimidation, threats, and violence. The Company intends to maintain this commitment by responding with zero tolerance to acts of violence, by training staff to recognize and effectively respond to behavior which may lead to violence, and by communicating to staff the expectations of responsible behavior in the workplace. With the participation and willingness of all staff to stay alert, be informed, and take appropriate action, a safe and positive working environment can be sustained.

Definitions:

Behavioral Restraint means “mechanical restraint” or “physical restraint” used as an intervention when a student presents an immediate danger to self or others. Behavioral Restraint does not include postural restraints or devices used to improve a student’s mobility and independent functioning rather than to restrict movement.

Mechanical Restraint means the use of a device or equipment to restrict a student’s freedom of movement. Mechanical Restraint does not include the use of devices by trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed in accordance with Education Code Section 49005.1(d)(B)(i)-(iv).

Physical Restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student’s torso, arms, legs, or head freely. Physical Restraint does not include a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

Prone Restraint means the application of a Behavioral Restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment.

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program, that involves the monitored separation of the student in a nonlocked setting, and is implemented for the purpose of calming.

Use of Reasonable Force:

The Company recognizes that staff have a responsibility to intervene in order to protect students. A staff member may use reasonable force in order to quell a disturbance, protect others, in self-defense or to take possession of weapons.

A staff member shall:

A. Not use excessive force or an unreasonable amount of force under the circumstances to control disturbances, protect others, act in self-defense or seize weapons.

B. Not use Seclusion or a Behavioral Restraint for the purpose of coercion, discipline, convenience or retaliation.
C. Not use locked Seclusion.
D. Not use a Physical Restraint technique that obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places the staff member's body weight against the student's torso or back.
E. Not use a Behavioral Restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face.
F. Not use Prone Restraint.
G. Not use a Behavioral Restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

Staff members shall keep constant, direct observation of a student who is in seclusion, which may be through observation of the student through a window, or another barrier, through which the staff members are able to make direct eye contact with the student. The observation shall not be through indirect means, including through a security camera or a closed-circuit television.

Students with Exceptional Needs:

Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the student with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.

Emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.

No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require staff members to seek assistance of the school site administrator(Assistant Principal/Principal or law enforcement agency, as applicable to the situation.

Emergency interventions shall not include:

A. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
B. Employment of a device, material, or objects that simultaneously immobilize all four extremities.
C. Prone Restraint.
D. An amount of force that exceeds that which is reasonable and necessary under the circumstances.

The student's parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs.

Behavioral Emergency Report: A behavioral emergency report ("Report") shall immediately be completed and maintained in the file of the student with exceptional needs. The Report shall include all of the following:

A. The name and age of the student with exceptional needs.
B. The setting and location of the incident.
C. The name of the staff member or other persons involved.

D. A description of the incident and the emergency intervention used, and whether the student with exceptional needs is currently engaged in any systematic behavioral intervention plan.
E. Details of any injuries sustained by the student with exceptional needs, or others, including staff, as a result of the incident.

All Reports shall immediately be forwarded to, and reviewed by, the Principal and forwarded to the Director of School and Director of Special Education.

If a Report is written regarding a student with exceptional needs who does not have a behavioral intervention plan, the school administrator shall, within two days, schedule an individual education program (IEP) team meeting to review the Report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a Report is written regarding a student with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Prohibited Interventions: The Company shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

A. Any intervention that is designed to, or likely to, cause physical pain, including but not limited to, electric shock.
B. An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student.
C. An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
D. An intervention that is designed to subject, used to subject, or likely to subject, the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
E. Restrictive interventions that employ a device, material or objects that simultaneously immobilize all four extremities.
F. Prone Restraint.
G. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
H. An intervention that precludes adequate supervision of the student.
I. An intervention that deprives the student of one or more of the student's senses.

In the case of a student whose behavior impedes the student's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior consistent with 20 U.S.C. §1414(d)(3)(B)(i) and (d)(4) and associated federal regulations.

Basic Points to Remember When Intervening:

Staff who choose to intervene should remember some basic points when intervening safely in fights and conflicts:

- Monitor for early warning signs of such conflicts as stare-downs, verbal exchanges, posturing, audience formation, and other clues that an altercation is about to ensue.

- Remain calm and do not draw additional student attention to the incident.
- Get assistance en route to the scene or as soon as possible.
- Briefly assess the situation, including the participants, the audience, and your surroundings, before jumping into the middle of a crowd.
- Watch hands as well as eyes.
- Identify an escape route and do not be afraid to take it, if necessary.
- Use of force by staff should be reasonable, necessary, and timely in the eyes of a prudent person.
- Use of force should escalate only in response to the level of resistance and without malice by the staff member using the force.
- Use of force should cease once compliance is achieved.
- Use of force by staff in any incident should be documented and witness statements should be obtained immediately following the incident.

References: Education Code Sections 49005.1, 49005.8, 56521.1, 56521.2

MANDATORY REPORTING

Child Abuse Incidents Reports

In the instance of suspected child abuse, all teachers, instructional aides, and any worksite personnel who work at the school site are mandated reporters. In the case of suspected child abuse, supervisors, school psychologists and the child abuse hotline for your county must be notified IMMEDIATELY. A written “Suspected Child Abuse Report” form must be submitted within 36 hours to the appropriate investigating Child Protective Agency. Please see below for the hotline to call for your county, and for the website to complete a suspected child abuse form (or contact your supervisor).

Fresno County 559-255-8320
http://www.co.fresno.ca.us/

Kern County 661-631-6011
http://www.co.kern.ca.us/dhs/

Los Angeles County 800-540-4000
https://mandreptla.org

Orange County 800-207-4464
http://ssa.ocgov.com

Riverside County 800-442-4918
http://dpss.co.riverside.ca.us

Sacramento County 916-875-5437
http://www.dhhs.saccounty.net

San Bernardino County 800-827-8724
https://hss.sbcounty.gov/dcs

Ventura County 805-654-3200
http://www.ventura.org

SECTION 7: EMPLOYMENT STATUS AND RECORDS

STUDENT RELATIVES OF EMPLOYEES

The Company strongly recommends that relatives of employees do not enroll at the same location where the relative is employed, provides supervision, or any type of instructional support. It can raise serious morale, management, and conflict of interest issues, as well as create an appearance of impropriety for an employee to have direct or indirect authority over an employee who determines their relatives' grades, extracurricular opportunities, eligibility and selection for camps, or any other honor. An employee shall not:

- Directly instruct in a Company facility their own relative. "Relative" includes child, step-child, minor that cohabitates with the employee, grandchild, brother, sister, niece, nephew, or cousin.
- Be responsible for selecting their relative for any camp, trip, or honor. The related employee must recuse themselves from that decision and defer to an employee at the same level to make the decision regarding the related student attending any camp, trip, or receiving any honor.
- Be involved in a professional capacity in any disciplinary matter involving their relative. The related employee must recuse themselves from any professional or administrative role and be involved only as a relative of the student.

The Department Head and all applicable supervisors are to be notified, in writing, by the employee in the event that a relative of that employee enrolls at the same center they are employed, provides supervision, or any type of instructional support.

MUTUAL AGREEMENT TO MEDIATE/ARBITRATE

This Mutual Agreement To Mediate/Arbitrate (the "Agreement") is entered into by and between _____ ("EMPLOYEE") and _____, ("EMPLOYER"), and is made with knowledge of, and in reliance upon, the fact set forth in Paragraph 1 below:

FACTUAL RECITAL

1. EMPLOYEE and EMPLOYER (individually "Party" and collectively the "Parties") understand, acknowledge and agree that the EMPLOYER is engaged in transactions involving interstate commerce.

AGREED-UPON TERMS AND CONDITIONS

Now, therefore, with full knowledge and agreement as to the facts set forth above, the Parties to this Agreement agree as follows:

2. Any and all claims, controversies or disputes between the Parties that arise from, relate to, or have any connection whatsoever with EMPLOYEE's employment with EMPLOYER, including but not limited to, seeking or obtaining employment, or termination of the employment relationship, with EMPLOYER, whether arising prior to or after this Agreement, shall be resolved exclusively through final and binding arbitration pursuant to the Federal Arbitration Act, except as otherwise provided in this Agreement, and **the Parties hereby waive the right to a jury trial and a court trial with respect to all claims subject to mandatory arbitration pursuant to this Agreement**.

3. This Agreement to arbitrate shall include, but is not limited to, the "Covered Claims" as described in Paragraph 3.A below, but shall exclude the "Excluded Claims" as set forth in Paragraph 3.B below:

A. **Covered Claims:** For purposes of this Agreement, "Covered Claims" shall include all claims as described in Paragraph 2 above, whether based on tort, contract, statute, regulation, common law, equity, or otherwise, including but not limited to claims for breach of contract, wrongful termination, public policy, emotional distress, fraud, or any other common law claims; any claims for unpaid wages, compensation, or other wage and hour violations; any claims for discrimination, harassment or retaliation; and any claims under Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act (29 U.S.C. Section 621 et seq.), the Fair Labor Standards Act, the Americans with Disabilities Act, the Family and Medical Leave Act, the Equal Pay Act, the Employee Retirement Income Security Act, the California Constitution, the California Government Code, the California Labor Code (including but not limited to any claim for civil penalties brought under the California Labor Code Private Attorneys General Act of

2004 ("PAGA"), Cal. Labor Code Section 2698 et seq.), and any applicable Wage Order, the California Civil Code, the California Business & Professions Code, or any other federal, state or local law, regulation or ordinance. EMPLOYEE may, but is not required to, arbitrate claims of sexual assault and sexual harassment.

B. **Excluded Claims:** Notwithstanding Paragraph 3.A above, the following "Excluded Claims" shall not be subject to arbitration under this Agreement: (a) claims within the jurisdiction (and jurisdictional limit) of California's Small Claims Court; (b) claims or charges brought before the National Labor Relations Board; (c) claims brought under the California Workers' Compensation Act or other applicable state workers' compensation statute; (d) claims for benefits with the California Employment Development Department or other applicable state or federal agency for unemployment insurance or state disability insurance benefits; (e) claims pertaining to any of EMPLOYER's ERISA-covered employee welfare, insurance, benefit, and pension plans that provide their own claims and appeals procedure for challenging any denial of benefits; (f) claims that applicable laws expressly do not permit to be resolved by final and binding arbitration; and (g) claims that do not have any connection with EMPLOYEE's employment with EMPLOYER or termination therefrom.

4. **Class-Action Waiver (Individual Claims Only):** All claims subject to arbitration under this Agreement must be brought solely in the Party's individual capacity to resolve that Party's individual claims only, and not as a plaintiff, claimant, class representative, or class member in any purported class, collective, or multi-party action or proceeding (collectively "Class Action"). EMPLOYEE and EMPLOYER hereby expressly waive their right to assert in any forum any Class Action or to bring, maintain or participate in any Class Action with respect to any and all claims subject to arbitration under this Agreement. Further, in this proceeding the arbitrator may not consolidate, combine or aggregate similar claims involving other parties without the express written consent of the Parties to this Agreement.

5. **Procedures for Excluded and Covered Claims:** EMPLOYEE and EMPLOYER agree that any and all Excluded Claims brought in any federal or state court shall be severed from all Covered Claims and that the Excluded Claims shall be stayed pending resolution of the Covered Claims through arbitration, settlement or otherwise. EMPLOYEE and EMPLOYER agree, through counsel or otherwise, to file a stipulation with the federal or state court where any Excluded Claim has been filed to stay the Excluded Claim until the arbitration between the parties on the underlying Covered Claim(s) is resolved whether by Arbitrator's decision, settlement or otherwise. EMPLOYEE and EMPLOYER agree that this procedure is an efficient use of resources (judicial and private) and necessary for a timely and efficient resolution of disputes under the Federal Arbitration Act.

6. **PAGA Representative Claims:** Notwithstanding Paragraph 4 above, nothing in this Agreement prevents a Party from bringing any PAGA representative

action (i.e., the portion of the PAGA claim seeking civil penalties with respect to alleged aggrieved employees other than EMPLOYEE) ("Representative PAGA Claim"). A Representative PAGA Claim is not considered a Class Action for purposes of this Agreement.

7. **Procedures for Representative PAGA Claims:** EMPLOYEE and EMPLOYER agree that any Representative PAGA Claim brought in any federal or state court shall be severed from all Covered Claims and that the Representative PAGA Claim shall be stayed pending resolution of the Covered Claims through arbitration, settlement or otherwise. EMPLOYEE and EMPLOYER agree, through counsel or otherwise, to file a stipulation with the federal or state court where any Representative PAGA Claim has been filed to stay the Representative PAGA Claim until the arbitration between the parties on the underlying Covered Claim(s) is resolved whether by Arbitrator's decision, settlement or otherwise. EMPLOYEE and EMPLOYER agree that this procedure is an efficient use of resources (judicial and private) and necessary for a timely and efficient resolution of disputes under the Federal Arbitration Act.

8. This Agreement does not prohibit the filing of the following: (1) an administrative charge to any federal, state or local equal opportunity or fair employment practices agency; (2) an administrative charge to the National Labor Relations Board; (3) an agency charge or complaint to exhaust an administrative remedy required by law; or (4) any other charge or complaint filed with or communication to a federal, state or local government office, official or agency. However, any civil claim asserting a Covered Claim pursued by a Party to this Agreement must be resolved by final and binding arbitration pursuant to the terms of this Agreement.

9. Prior to submission to arbitration, all claims subject to this Agreement shall be submitted to mediation. The parties shall promptly and in good faith confer as to the selection of a mutually agreeable mediator. Submission of a claim for mediation ("Written Notice of Mediation Claim") must be in writing and must describe the factual basis of all claims asserted. Written Notice of Mediation Claim must be served on the other party by certified mail within the time period set forth in the applicable statute of limitations for the claim, or the party who failed to timely serve the Written Notice of Mediation Claim will be deemed to have waived the right to further contest any untimely claim; provided, however, that if a timely Written Notice of Mediation Claim was served, and after prompt and good faith action by the parties to confer as to the selection of a mutually agreeable mediator and to timely schedule the mediation, the mediation did not commence prior to the expiration of the applicable statute of limitations for the claims, Written Demand for Arbitration must be served by certified mail on the other party within30 days after the date the mediation commenced. Both the Written Notice of Mediation Claim and Written Demand for Arbitration must be timely served or the party will be deemed to have waived the right to further contest or assert any untimely claim.

The Employer shall pay all fees and reasonable expenses of the mediator. Mediation of any such claim will not extend or toll any applicable statute of limitations.

10. If not submitted to or resolved through mediation, or otherwise resolved, all claims subject to this Agreement must be submitted to and determined exclusively by final and binding arbitration under the Federal Arbitration Act, conducted in conformity with the then-current JAMS Employment Arbitration Rules and Procedures, except as otherwise expressly provided for in this Agreement, or to the extent otherwise mutually agreed to by the Parties. A copy of the current version of the JAMS rules may be obtained at www.jamsadr.com or may be requested from EMPLOYER's Human Resources Department. Submission of a claim for arbitration ("Written Demand for Arbitration") must be in writing and must identify and describe the nature of all claims asserted, the basic facts upon which such claims are based and the relief or remedy sought. The arbitration shall be conducted before a single Arbitrator, provided, however, that notwithstanding the JAMS Employment Arbitration Rules and Procedures, the Parties shall confer to select a mutually agreeable arbitrator and shall only use JAMS Employment Arbitration Rules and Procedures to select an arbitrator if the Parties are unable to agree upon an arbitrator within 30 days following submission of the claim to arbitration.

11. Prior to submitting a Written Demand for Arbitration, a Party must exhaust all legally required prerequisites for suit. **In addition, nothing in this Agreement precludes EMPLOYEE from requesting and participating in a hearing before the Labor Commissioner pursuant to California Labor Code Section 98. However, any appeal taken from the Labor Commissioner's decision rendered in connection with the California Labor Code Section 98 hearing must be resolved pursuant to the mediation and arbitration provisions as set forth in this Agreement**. In the event of any administrative or judicial action by any agency or third party that adjudicates any controversy covered herein, the Party shall not be permitted to receive a double recovery.

12. Written Demand for Arbitration must be served by certified mail on the other Party within the time set forth in the applicable statute of limitations for the asserted claim(s).

13. Any Party may be represented by an attorney or other representative selected by the Party. EMPLOYER shall pay all fees and expenses of the Arbitrator and any costs or expenses charged by JAMS, with all such invoices to be paid within thirty (30) days of their due date. **However, if EMPLOYEE initiates the claim, EMPLOYEE will be required to contribute and pay an amount equal to the filing fee for the claim had it been initially filed in a California state court. If EMPLOYEE demonstrates to the Arbitrator that he or she would be entitled to a waiver of court fees due to indigence if the claim were commenced in court, then EMPLOYER will pay all of the fees and expenses of the Arbitrator**. Unless the Parties agree otherwise or unless a Party prevails on a claim for which attorneys' fees

and/or costs may be awarded to the prevailing party under applicable law and the Arbitrator then awards attorneys' fees and/or costs, each Party will pay their own attorneys' fees and costs associated with the arbitration.

14. The Federal Rules of Evidence shall apply, even if inconsistent with JAMS Employment Arbitration Rules and Procedures, except as otherwise mutually agreed by the Parties. The Arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the Arbitrator deems reasonably necessary. The Arbitrator shall have the authority to resolve all issues related to discovery, and to entertain, resolve and decide motions to dismiss, motions for summary judgment and adjudication, and any other pre-hearing and post-hearing motions submitted by any Party, and shall apply the standards governing such motions under the Federal Rules of Civil Procedure, except that the Arbitrator shall retain full discretion as to the calendaring of, and briefing schedules for, all motions. Resolution of the dispute shall be based solely upon the law governing the claims and defenses pleaded and remedies sought, and the Arbitrator may not invoke any other basis in reaching his/her conclusions.

15. Each Party shall have the right to take the deposition of two individuals and any expert witness designated by another Party without the Arbitrator's prior approval. Each Party also shall have the right to make reasonable requests for production of documents to any Party and to subpoena documents from third parties. Additional depositions and discovery may be had as ordered by the Arbitrator, provided that the Arbitrator may grant such additional discovery if the Arbitrator finds that the Party has demonstrated that it needs that discovery to adequately arbitrate the claim, taking into account the Parties' mutual desire to have a speedy, less-formal, cost-effective dispute-resolution mechanism.

16. At least fourteen (14) days before the arbitration, the Parties must exchange lists of witnesses, including any expert witness, and copies of all exhibits intended to be used at the arbitration.

17. The arbitration will be conducted in private, and will not be open, directly or indirectly, to the public or the media. All Parties shall have the right to file post-hearing briefs. Except as otherwise required by law, any Party, at its own expense, may arrange for and pay the cost of a court reporter to provide a stenographic record of the proceedings.

18. The Arbitrator shall apply the substantive law (and the law of remedies, if applicable) of the state in which the claim arose, or federal law, or both, as applicable to the claim(s) asserted. The Arbitrator is without jurisdiction to apply any different substantive law or law of remedies. The Arbitrator will have the authority to award any form or amount of remedy or damages that would be available as described above from a court or jury, including injunctive relief. Awards shall include the Arbitrator's written

reasoned opinion, including the essential findings and conclusions upon which the award is based.

19. Should any Party refuse or willfully neglect to appear for, or participate in, the arbitration hearing, the Arbitrator shall have the authority to decide the dispute based upon whatever evidence is presented.

20. Either Party may bring an action in any court of competent jurisdiction to compel arbitration under this Agreement, to seek provisional remedies pursuant to California Code of Civil Procedure § 1281.8, to the extent permitted by any applicable statute, and to enter judgment and/or enforce an arbitration award. The decision or award of the Arbitrator shall be final and binding on the Parties to the fullest extent permitted by law, subject only to such limited judicial review required or allowed by applicable law.

21. The written notices required herein shall be deemed served upon mailing thereof and shall be directed to the following addresses (or to such other address or addresses as shall be specified in any notice given):

In the case of Notices served upon EMPLOYER:
ATTN: Human Resources
320 N. Halstead Street, Suite 280
Pasadena, CA 91107

with a copy to:

Millicent N. Sanchez, Esq.
Swerdlow Florence Sanchez Swerdlow & Wimmer, A Law Corporation
10877 Wilshire Blvd., Suite 1650
Los Angeles, CA 90024

In the case of Notices served upon EMPLOYEE:
To the EMPLOYEE's most recent address on file with the EMPLOYER's Human Resources department, unless otherwise indicated below:

_____
_____
_____

22. Any dispute or challenge as to the arbitrability of any claim under this Agreement, including any issues relating to the validity, legality, enforceability or

unconscionability of this Agreement, whether under federal or state law, shall be decided by a court of competent jurisdiction and not the Arbitrator.

23. This Agreement shall be interpreted, enforced, and governed by and under the laws of the State of California, except to the extent such laws conflict with the Federal Arbitration Act, in which case the Federal Arbitration Act shall control and preempt.

24. Should any term or provision of this Agreement, or any portion thereof, be declared void or unenforceable by a court of competent jurisdiction, it shall be modified to the minimum extent necessary to make the provision lawful, and if such modification cannot be made by the court, then it shall be severed from the Agreement and the remainder of this Agreement shall still be enforceable.

25. This Agreement shall survive the termination of EMPLOYEE'S employment with EMPLOYER, whether voluntary or involuntary.

26. Non-signatory agents, employees, officers, directors, owners, members, and/or representatives of EMPLOYER ,as well as EMPLOYER's parent, subsidiary and related business entities and its and their agents, employees, officers, directors, owners, members and/or representatives, shall be covered under this Agreement and are hereby expressly deemed to be intended third-party beneficiaries hereof to the extent that a claim is made against them by EMPLOYEE or EMPLOYER and the underlying controversy arises from or relates to EMPLOYEE's employment by EMPLOYER or termination therefrom, and they may enforce the same as third-party beneficiaries or pursuant to any other applicable legal standard.

27. This is the entire agreement between EMPLOYER and EMPLOYEE regarding the resolution of disputes between the Parties. This Agreement is an integrated document and it supersedes any and all prior agreements regarding the resolution of disputes between EMPLOYER and EMPLOYEE**, provided, however, that to the extent any claim has already been filed in court or submitted to arbitration prior to the date this Agreement is presented to EMPLOYEE, then any prior agreement between EMPLOYEE and EMPLOYER applicable to such claim shall apply to that claim or dispute**. This Agreement cannot be modified unless done so expressly in writing signed by EMPLOYEE and by EMPLOYER's President. This Agreement may be executed in counterparts, including via electronic signature. Any facsimile or .PDF (or similar, reliable electronic image) copy of this executed Agreement (or its counterparts) shall be as effective as an original.

THE SIGNATURES BELOW ATTEST TO THE FACT THAT EMPLOYEE AND EMPLOYER, RESPECTIVELY, EACH HAVE READ, UNDERSTAND, AND AGREE TO BE LEGALLY BOUND TO ALL OF THE ABOVE TERMS, THAT ALL UNDERSTANDINGS AND AGREEMENTS BETWEEN EMPLOYEE AND

EMPLOYER RELATING TO THE SUBJECTS COVERED IN THE AGREEMENT ARE CONTAINED IN IT, AND THAT EMPLOYEE AND EMPLOYER ARE NOT RELYING ON ANY PROMISES OR REPRESENTATIONS OTHER THAN THOSE CONTAINED IN THIS AGREEMENT ITSELF.

EMPLOYEE FURTHER ACKNOWLEDGES THAT EMPLOYEE HAS BEEN GIVEN THE OPPORTUNITY TO DISCUSS THIS AGREEMENT WITH EMPLOYEE'S PRIVATE LEGAL COUNSEL AND HAS AVAILED HIM/HERSELF OF THAT OPPORTUNITY TO THE EXTENT EMPLOYEE WISHED TO DO SO. THIS AGREEMENT SHALL NOT ALTER OR AMEND THE AT-WILL EMPLOYMENT RELATIONSHIP BETWEEN EMPLOYER AND EMPLOYEE.

Signed at _____, California, this _____ day of _____, 20___.

_____
EMPLOYEE

Signed at _____, California, this _____ day of _____, 20___.

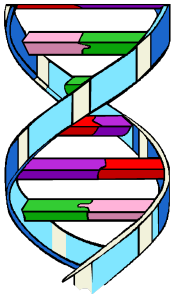
[COMPANY]

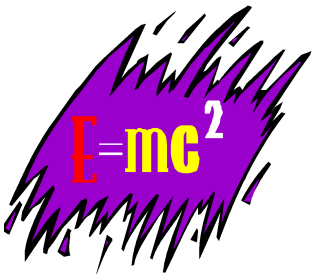
By:_____

Exhibit M
Chemical Hygiene Plan

Chemical Hygiene Plan

Options for Youth Public Charter Schools





Developed under the guidance of the
School's Science Department Coordinators

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Introduction

The protection of the safety and health of its employees, students and environment is a high priority of Options for Youth (hereafter, “the School”). On March 25, 1991, the California Occupational Safety and Health Administration (Cal-OSHA) promulgated a rule for occupational exposure to hazardous chemicals in laboratories. This rule is designed to help protect laboratory workers from the hazards of the chemicals used.

Included in the standard is a requirement that all employers covered by the standard develop a Chemical Hygiene Plan (**CHP**). A **CHP** is a written manual that provides information necessary to communicate the elements of the Chemical Hygiene Plan. The manual has been developed and implemented as required under the California Code of Regulations Title 8, Section 5191.

All employees of the School are governed by the procedures outlined in this manual, unless otherwise stipulated by a specific policy or written statement. The Chemical Hygiene Plan outlines the standard work practices, equipment, personal protection equipment, and rules which are capable of protecting employees from health and physical hazards presented by hazardous chemicals used in the laboratory environment.

The safe conduct of laboratory work and potentially hazardous conditions is dependent upon our School’s commitment to protect employee health and the environment and on the motivation and good judgment the employee exercises.

Responsibility

The School establishes responsibility for the implementation of the Chemical Hygiene Plan (**CHP**).

All *Science Teachers* are responsible for the interpretation, knowledge and implementation of policies described in this plan. The Curriculum Manager in conjunction with the Administrative Team of Directors of Instruction and Director of Charter Relations oversees the implementation and monitoring of this plan by holding review meetings and analyzing records of progress and quality control. The Curriculum Manager shall provide technical assistance through trainings with administration of this CHP when needed.

The Chemical Hygiene Officer (CHO), or Science Teacher (Safety Emergency Liaison in the absence of a science teacher) at each school site shall be the person(s) with overall responsibility for the implementation of this program. They will train on the policies and procedures of the Chemical Hygiene Plan and communicate updates to their school sites. The Chemical Hygiene Plan is available for review to all employees who work in laboratory areas. Copies of this program are located in the offices and laboratories of the Science Department, Site Administration, or other locations as necessary.

The Administrative Team, in conjunction with the all science teachers, shall be responsible for ensuring that all classroom personnel understand and follow the health and safety rules and procedures established by this plan. They will also provide the necessary equipment to ensure full compliance with all the required safety components of the Chemical Hygiene Plan.

All employees shall remain vigilant to unsafe work practices and conditions in the laboratories, storage areas, other workspaces, and immediately report such utilizing the the Lab Incident Report Form or the Chemical Hygiene Feedback Form. The Administrative Team, in conjunction with all science teachers, are responsible for reviewing such reports and initiating procedures to correct unsafe practices or conditions.

At least annually, the staff of the Science Department and Site Administrator shall inspect the laboratories and chemical storage areas to ensure that they are being used in a safe manner. Additionally, they will take inventory of chemicals in each laboratory storage workroom on an annual basis and evaluate safety risks. Any changes needed to inventory and laboratory usage policies and procedures shall be applied to the CHP and communicated to the science teachers and staff by the Science Department and Curriculum Manager.

While students are not covered under the provisions of the CAL OSHA Standard, students will be made aware of chemical health and safety hazards in classroom situations and be provided with information and equipment to protect themselves from those hazards by the science teachers. Students will be provided with training at the beginning of each course by the science teachers in which hazardous chemicals are used and complete a Student Safety Lab Form.

Scope and Application

This document serves as the written guide for the School's compliance to the Chemical Hygiene Plan requirements contained herein. All high schools, including adult & continuation high schools within the School engaged in laboratory use as defined by this document of hazardous chemicals shall comply with this document.

The primary objective of this document is to provide a general guide for handling hazardous chemicals in laboratories. The Chemical Hygiene Plan establishes the basic safety principles for laboratory procedures, equipment and work practices that are capable of protecting employees from physical and health hazards of hazardous chemicals in laboratories.

This document is intended only to highlight those safety measures necessary for achieving a safe and healthy work environment. This Chemical Hygiene Plan does not, however, apply to:

1. Work involving chemicals that do not meet the conditions of the definition of laboratory use of hazardous chemicals. In such cases, the employer shall comply with all relevant specific substance standards even if such use occurs in a laboratory type setting.
2. Work involving the laboratory use of hazardous chemicals that does not have the potential for employee exposure.

Definitions – CCR Title 8, Section 5191

Action level - A concentration designated in Title 8, CCR for a specific substance, calculated as an 8-hour time weighted average, which initiates certain required activities such as exposure monitoring and medical surveillance.

Designated area - An area that may be used for work with particularly hazardous substances. A designated area may be the entire laboratory, an area of a laboratory, or a device such as a laboratory fume hood.

Curriculum Manager - The individual responsible for overseeing the implementation and monitoring of this plan as well as provide technical assistance with administration of the CHP when needed.

Hazardous chemical - A chemical for which there is statistically significant evidence, based on at least one study conducted in accordance with established scientific principles, that acute or chronic health effects may occur in exposed personnel.

Laboratory - A facility where the "laboratory use of hazardous chemicals" occurs. It is a workplace where relatively small quantities of hazardous chemicals are used on a non-production basis, and can include greenhouses.

Laboratory use of hazardous chemicals - Handling or use of such chemicals in which all of the following conditions are met:

- Chemical manipulations are carried out on a "laboratory scale";
- Multiple chemical procedures or chemicals are used;
- The procedures involved are not part of a production process, nor in any way simulate a production process; and
- Protective laboratory practices and equipment are available and in common use to minimize the potential for employee [and student] exposure to hazardous chemicals.

Laboratory scale - Work with substances in which the containers used for reactions, transfers, and other handling of substances are designed to be easily and safely manipulated by one person. "Laboratory scale" excludes those workplaces whose function is to produce commercial quantities of materials.

Science Teacher - An individual that has authority and responsibility for the students and procedures conducted in an individual laboratory environment.

SDS - Safety Data Sheet

Particularly hazardous substances - These include "select carcinogens", "reproductive toxins", and "substances with a high degree of acute toxicity".

Permissible exposure level (PEL) - The maximum permitted 8-hour time-weighted average concentration of an airborne contaminant.

Physical hazard - A substance for which there is scientifically valid evidence that it is a combustible liquid, a compressed gas, explosive, flammable, an organic peroxide, an oxidizer, pyrophoric, unstable (reactive), or water-reactive.

Protective laboratory practices and equipment - Those laboratory procedures, practices and equipment accepted by laboratory health and safety experts as effective, or that the employer can show to be effective, in minimizing the potential for employee exposure to hazardous chemicals.

Regulated carcinogen - Any of the following substances or any substance containing any of the following substances:

- 2-Acetylaminofluorene; Acrylonitrile; 4-Aminodiphenyl; Asbestos; Benzene; Benzidine (and its salts); bis-Chloromethyl ether; Beta-Propiolactone 1,2-Dibromo-3-Chloropropane (DBCP), BIS Chloromethyl 4-Nitrobipheny1; Cadmium N-Nitrosodimethylam INE; Dibromochloropropane (DBCP); 3,3'-Dichlorobenzidine (and its salts) 4-Dimethylaminoazobenzene; Ethylene dibromide; Ethyleneimine; Ethylene Oxide; Formaldehyde/Formalin; Inorganic Arsenic; Methyl Chloromethyl ether; 4,4'-Methylene bis(2-chloroaniline); alpha-Naphthylamine; beta-Naphthylamine; 4-Nitrobiphenyl; N-Nitrosodimethylamine; beta-Propiolactone; Coke Oven Emissions Vinyl Chloride.

Reproductive toxins - Chemicals that affect the reproductive capabilities including chromosomal damage (mutations) and effects on fetuses (teratogenesis).

Select carcinogen - Any substance that meets one of the following criteria:

- It is regulated by Cal/OSHA as a carcinogen; or
- It is listed under the category "known to be carcinogens", in the Annual Report on Carcinogens published by the National Toxicology Program (NTP) (1985 edition); or
- It is listed under Group 1 ("carcinogenic to humans") by the International Agency for Research on Cancer Monographs (IARC) (Volumes 1-48 and Supplements 1-8); or
- It is listed in either Group 2A or 2B by IARC or under the category, "reasonably anticipated to be carcinogens" by NTP, and causes statistically significant tumor incidence in experimental animals in accordance with any of the following criteria:
    - After inhalation exposure of 6-7 hours per day, 5 days per week, for a significant portion of a lifetime to dosages of less than 10 mg/m3;
    - After repeated skin application of less than 300 mg/kg of body weight per week; or
    - After oral dosages of less than 50 mg/kg of body weight per day.

Shall - Designates a regulatory mandate.

Should - Designates a recommendation contained in the regulations or a recommendation from a recognized industry standard.

CLASSIFICATION OF CHEMICALS

There are many ways to classify chemicals. Potential physical and health hazards associated with the use of the chemical are in two classifications. Employees should be made aware of these classifications and be knowledgeable of these hazards

Hazard Classification

Chemicals can be further classified by the potential physical and health hazards that can be present in the laboratory . Understanding these classes can further aid in determining the safe handling, storage, and disposal techniques to employ for specific chemicals. Some chemicals may actually fall into more than one class.

Flammable and Combustible

Flammable substances are those that readily catch fire and burn in air. The vapors from a flammable liquid burn, not the liquid itself. Flammable liquids are those which have a flashpoint below 100 degrees F (37.8 degrees C) and a vapor pressure that does not exceed 40 pounds per square inch (psi) at 100 degrees F. Refer to NFPA Classification of Flammable and Combustible Liquids for Storage Purposes, NFPA 321, for the division of flammable and combustible liquids into several classes.

In addition to liquids, the Department of Transportation (DOT) also classifies flammable substances as solids and gases. Examples of flammable gases are acetylene, ethylene oxide, and hydrogen. Flammable solids are those that are capable of producing fires as a result of friction or heat retained from production or that, if ignited, produce a serious transportation hazard.

A combustible liquid is one that has a flash point at or above 100 degrees F (37.8 degrees C). Organic acids are combustible materials, with many being liquids.

1) **Explosives**

   Explosive gases and solids are also part of the flammable and combustible group. Light, mechanical shock, heat and certain catalysts can act as initiators of explosive reactions. One example of an explosive mixture is a suspension of oxidizable particles, such as magnesium powder or zinc dust, in air.

   There are 3 types of fast chemical decompositions that belong in this group: deflagrations, explosions, and detonations.

   - A **deflagration** is a soft explosion when pressures are relatively low.
   - An **explosion** involves pressures of several atmospheres.
   - A **detonation** is a severe form of explosion when pressures are much higher and are spread at a high rate, i.e., as much as several miles per second.

   A compound is more likely to be explosive if its heat of formation is smaller by more than 100 calories per gram than the sum of the heats of formation of its products. Explosives include nitrates, chlorates, perchlorates, and picrates.

2) Pyrophorics

Pyrophoric chemicals are those substances that react so rapidly with air and its moisture that the ensuing oxidation and/or hydrolysis lead to ignition. Ignition may be instantaneous, delayed, or occur only if the material is finely divided or spread in a diffuse layer. Some examples are:

a. Finely divided metals, such as calcium, magnesium, and zirconium
b. Metal or non-metal hydrides, such as germane and diborane.
c. Partially or fully alkylated derivatives of metal or non-metal hydrides, such as diethylaluminum hydride and trimethyphosphine.
d. Alkylated metal alkoxides or non-metal halides, such as diethylethoxyaluminum and dichloromethylsilane.
e. Carbonyl metals, such as pentacarbonyl iron and octacarbonyl dicobalt.
f. Used hydrogenation catalysts, which are especially hazardous due to the hydrogen present.

Spontaneous (instantaneous) ignition or combustion occurs when a substance reaches its ignition temperature without the application of external heat. Substances capable of spontaneous combustion include alkali metals such as sodium and potassium, finely divided pyrophoric metals, and phosphorus.

3) Water-Reactive Substances

Water-sensitive compounds react exothermically and violently with water, particularly if it is present in limited quantities, since no significant cooling effect will occur. The following are examples of water-reactive substances:

a. Alkali and alkaline earth metals, such as potassium and calcium;
b. Anhydrous metal halides, such as aluminum bromide and germanium chloride;
c. Non-metal halides, such as boron tribromide and phosphorus pentachloride;
d. Anhydrous metal oxides, such as calcium oxide and cesium trioxide;
e. Non-metal oxide, such as sulfur trioxide and hot boron trioxide; and
f. Non-metal halide oxides, such as phosphoryl chloride, sulfonyl chloride, and chlorosulfonic acid.

4) Peroxidizable Substances

Peroxidizable substances slowly react under ambient conditions with atmospheric oxygen to initially form peroxides. The shelf life varies among the various compounds in this group.

5) Corrosives

Corrosives include strong acids, strong bases, dehydrating agents, and oxidizing agents. These chemicals erode the skin and respiratory epithelium, damage the eye and cause severe bronchial irritation.

- **Strong Acids**

  All concentrated acids can damage the skin and eyes. Nitric, chromic, and hydrofluoric acids are particularly damaging because of the types of chemical burns they inflict.

- **Strong Bases**

  Common bases include sodium hydroxide, potassium hydroxide and ammonia. Metal hydroxides are extremely damaging to the eyes. Ammonia acts as a bronchial irritant.

- **Dehydrating Agents**

  Strong dehydrating agents include concentrated sulfuric acid, sodium hydroxide, phosphorus pentoxide, and calcium oxide. These substances can cause severe burns on contact with the skin because of their affinity for water.

- **Oxidizers**

  The NFPA Standard 1;27, Hazardous Materials and Chemicals, defines oxidizers as any material that readily yields oxygen or other oxidizing gas, or that readily reacts to promote or initiate combustion of combustible materials. The four class definitions of oxidizers are provided in NFPA Classification of Oxidizers for Storage Purposes, NFPA 1, as well as examples of other oxidizers.

CHEMICAL LABELING

New Chemical Containers

All chemicals shall be procured, received, handled, stored and disposed of in accordance with the Standard Operating Procedures for Laboratory Chemicals found in Section 5, commencing on page 28.

When a ***new*** chemical is received, the label on the hazardous material should be checked against the information provided in the SDS for consistency. In general, labels should contain information about the;

- Identity of the material
- Appropriate hazard warnings
- The name and address of the chemical manufacturer, importer or other responsible party.

OSHA has published standards for certain materials, including requirements for specific wording on labels. These substances are covered in 29 CFR 1910, and it should be consulted for the actual text of the required wording and for any other requirements. The American National Standards Institute (ANSI) has published a voluntary labeling standard, ANSI Z129.1-1982, which includes the following items:

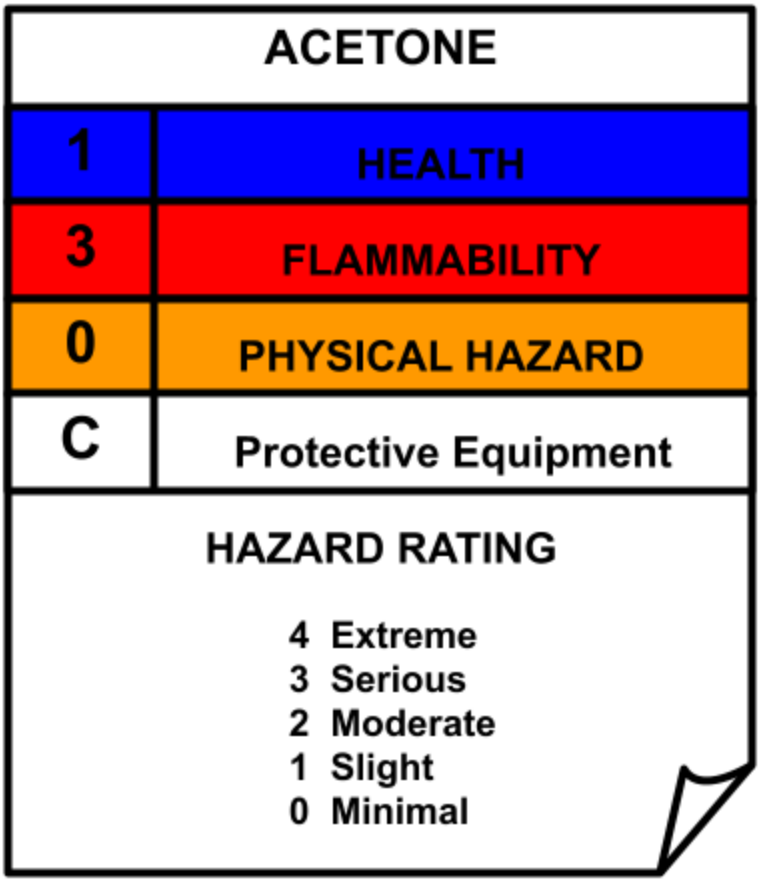
1. The identity of the product or its hazardous components;
2. Signal words, such as ***CAUTION***, ***WARNING***, or ***DANGER***;
3. A statement of actual hazards present;
4. Precautionary measures to prevent physical harm, such as the wearing of rubber gloves, goggles, or respirators;
5. Instructions in the case of contact or exposure, such as “wash with cold water” or “do not induce vomiting”;
6. Antidotes in case of poisoning;
7. Notes to physicians on recommended emergency treatment;
8. Instructions in case of fire, spill, or leak, such as type of fire extinguisher; and
9. Instructions for container storage and handling, such as “keep away from fire” or “store in a cool, dry place”.

Prepared and/or Secondary Chemicals

Any container into which materials are transferred for in-house use, other than for immediate use by the employee filling the container, should be labeled consistent with the label on the original container.

Labels for all hazardous substances should be checked monthly to ensure that labels are not defaced, and are intact and accurate. Immediate use is defined as the time during the employee’s work shift for a given day.

Example of Secondary Label



Letter codes for PPE

Symbol	Personal Protective Equipment (PPE) Required
A	Safety Glasses
B	Safety Glasses Gloves
C	Safety Glasses Gloves Apron
D	Face Shield Gloves Apron
E	Safety Glasses Gloves Dust Respirator
F	Safety Glasses Gloves Apron Dust Respirator
G	Safety Glasses Gloves Vapor Respirator
H	Splash Goggles Gloves Apron Vapor Respirator
I	Safety Glasses Gloves Dust and Vapor Respirator
J	Splash Goggles Gloves Apron Dust and Vapor Respirator
K	Air Line Hood or Mask Gloves Full Suit Boots
X	Ask supervisor or safety specialist for handling instructions.

NFPA 704 Hazard Identification ratings system

National Fire Protection Association 704, Standard for the Identification of Fire Hazards of Materials, is one of the most widely used marking systems. Although there is no University requirement that labeling must comply with this system, it is helpful to be familiar with these labels as they are so pervasive. Be prepared to recognize these markings on containers received from vendors.

The system was originally devised for industry to use on such facilities as storage tanks or buildings so that firefighters could assess the hazard from a safe distance and better evaluate what firefighting techniques to employ. The system can also be useful in situations other than fires when used on **container labels** or **Chemical Storage Room** doors so that a person working in the room or area can quickly determine the degree of hazard of a particular chemical.

The system does not provide any detailed hazard information and does not supersede the need for posting the other required information (such as the name of the chemical and the name of the manufacturer) on a portable container label.

The diamond-shaped label shown in the following information identifies three categories of hazards in three squares of different colors. The **BLUE** square at the left indicates **HEALTH** hazard, the **RED** square at the top indicates **FLAMMABILITY**, and the **YELLOW** square at the right indicates **REACTIVITY**. Any special hazard, such as unusual reactivity with water, is indicated in a white square at the bottom of the diamond.

The degree of severity under fire conditions is indicated numerically by five divisions ranging from 0 to 4, with 0 indicating no hazard and 4 indicating severe hazard.

Health Hazard	
4	Very short exposure could cause death or serious residual injury even though prompt medical attention was given.
3	Short exposure could cause serious temporary or residual injury even though prompt medical attention was given.
2	Intense or continued exposure could cause temporary incapacitation or possible residual injury unless prompt medical attention is given.
1	Exposure could cause irritation but only minor residual injury even if no treatment is given.
0	Exposure under fire conditions would offer no hazard beyond that of ordinary combustible materials.

Flammability	
4	Will rapidly or completely vaporize at normal pressure and temperature, or is readily dispersed in air and will burn readily.
3	Liquids and solids that can be ignited under almost all ambient conditions.
2	Must be moderately heated or exposed to relatively high temperature before ignition can occur.
1	Must be preheated before ignition can occur.
0	Materials that will not burn.

Reactivity	
4	Readily capable of detonation or of explosive decomposition or reaction at normal temperatures and pressures.
3	Capable of detonation or explosive reaction, but requires a strong initiating source or must be heated under confinement before initiation, or reacts explosively with water.
2	Normally unstable and readily undergo violent decomposition but do not detonate. Also: may react violently with water or may form potentially explosive mixtures with water.
1	Normally stable, but can become unstable at elevated temperatures and pressures or may react with water with some release of energy, but not violently.
0	Normally stable, even under fire exposure conditions, and are not reactive with water.

Special Hazards	
This section is used to denote special hazards. One of the most common is unusual reactivity with water. The letter **W** with a horizontal line through it (as shown on the left) indicates a potential hazard using water to fight a fire involving this material.	
OX	This denotes an oxidizer, a chemical that can greatly increase the rate of combustion/fire.
ACID	This indicates that the material is an acid, a corrosive material that has a pH lower than 7.0
ALK	This denotes an alkaline material, also called a base. These caustic materials have a pH greater than 7.0
COR	This denotes a material that is corrosive (it could be either an acid or a base).
	This is another symbol used for corrosive.
	The skull and crossbones are used to denote a poison or highly toxic material.
	The international symbol for radioactivity. radioactive materials are extremely hazardous when inhaled.
	Indicates an explosive material. This symbol is somewhat redundant because explosives are easily recognized by their Reactivity Rating.

1.0 Chemical Hygiene Responsibilities and Program Coverage

1.1 Chemical Hygiene Responsibilities

Environmental health and safety responsibilities within the School, including chemical hygiene responsibilities, are described in the School's Illness and Injury Prevention Program (**IIPP**) and other employee policies. Duties specific to laboratory chemical use are described in this section.

A. Science Teachers

With the assistance of the Administrative Team, all Science Teachers have the responsibility for planning and conducting each laboratory operation in accordance with this Chemical Hygiene Plan and developing good chemical hygiene habits.

Specifically, science teachers shall:

- Conduct or have conducted, an annual science stockroom/storage workroom inventory of the chemicals and hazardous materials handled and document these items in Appendix C below.
- Ensure that appropriate **training** has been provided to all school staff.
- Maintain a current knowledge concerning the **legal requirements** of regulated substances in the laboratory. (State & federal legislation affecting science instruction can be found in Chapter 1, section D of the "Science Safety Handbook for California Public Schools")
- Review and comment on the **Chemical Hygiene Plan** on an annual basis.
- Perform regular, formal inspections of emergency equipment (e.g. fire extinguishers, eye wash). The frequency of these will be set by the **CHP**, based on the professional judgment of the Curriculum Manager.

B. Curriculum Manager

The Curriculum Manager, in conjunction with the Administrative Team, shall make available the services necessary to ensure the chemical health and safety of the school sites. These services provide general assistance in meeting regulatory compliance and safety concerns. They shall be supplemented by laboratory-specific safety programs in order to comply with all applicable safety, health, and environmental regulations.

Specifically, the Curriculum Manager shall:

- Ensure that appropriate **training** has been provided to all science teachers.
- Review and improve the **Chemical Hygiene Plan** on an annual basis.
- Determine the proper level and type of **personal protective equipment** for lab operations.

- Maintain a current knowledge concerning the **legal requirements** of regulated substances in the laboratory.

1.2. Scope and Application of this Plan

This standard applies where **"laboratory use"** of hazardous chemicals occurs. Laboratory use of hazardous chemicals is defined as handling or use of such chemicals in which all of the following conditions are met:

- The handling or use of chemicals involves containers, which can easily and safely be **manipulated by one person.**
- **Multiple chemical** procedures or chemical substances are used.
- Protective **laboratory practices and equipment** are available and in common use to minimize the potential for employee exposures to hazardous chemicals.

This definition covers science teachers who use chemicals in teaching for instruction within the School. Laboratory students will be given training commensurate with the level of hazard associated with their laboratory activity by the science teachers.

1.3. Coordination With Other Standards and Guidelines

Although this standard deals only with use of hazardous chemicals, science teachers may also encounter potential physical, biological, or otherwise threatening hazards in the laboratory. In the event that there is a conflict between provisions of various standards, the Site Administrator should be contacted to assist in resolving the discrepancy.

2.0 Employee Information and Training

2.1 Information

Science Teachers shall have access to information on the hazards of chemicals and procedures for working safely. The **Curriculum Manager and administrative team** shall ensure that Science Teachers are informed about and have access to the following information sources:

- California Code of Regulations, Title 8, Section 5191, reprinted at Appendix F.
- The School's **Chemical Hygiene Plan** and laboratory standard operating procedures (this document).
- The **Permissible Exposure Limits** (PEL) for Cal-OSHA regulated substances.
- **Safety Data Sheets** (SDS) for laboratory chemicals. These are available from the Curriculum Manager or the Science Dept. Chair and shall also be located in the individual laboratories. Instructors that receive SDS' directly with chemical shipments will make such information available to all science teachers using, handling or storing the chemicals. These SDS's will be inserted by the science teachers into binders for accessibility and be kept on the science teacher's desk or work space. The science teachers will maintain the SDS binders.

2.2 Training

The Curriculum Manager and administrative team is responsible for ensuring that all science teachers are provided with training about the hazards of chemicals present in their laboratory work area, and methods to control exposure to such chemicals. Each instructor shall receive documented training at the time of initial assignment to the laboratory, prior to assignments involving new exposure situations, and refresher training provided on an annual basis.

A. Availability

Training will be made available in any one or combination of forms;

- **Literature** describing proper lab practices (see Sections 5 and 11 below in this **CHP**).
- **Video** training where appropriate and available.
- **Group and individual** training, conducted internally and by outside entities.

B. Content

Employee training programs will include, at a minimum, the following subjects:

- Methods of **detecting the presence** of hazardous chemicals (observation, signage and labeling, odor, real-time monitoring, air sampling, etc.).
- **Symptoms** associated with exposures to hazardous chemicals.

- Good **laboratory practice**, including general techniques designed to reduce personal exposure and to control physical hazards, as well as specific protective mechanisms and warning systems used in individual laboratories.

- **Emergency response** actions appropriate to individual laboratories.

- Applicable details of the departmental Chemical Hygiene Plan, including general and laboratory-specific **Standard Operating Procedures**.

3.0 Criteria for Implementation of Control Measures

3.1 General Criteria

This Chemical Hygiene Plan is intended to **limit laboratory instructors exposure** to Cal-OSHA-regulated substances. Laboratory instructors shall not be exposed to substances in excess of the **permissible exposure limits** (PEL) specified in Cal-OSHA Title 8, §5191 (a) or Threshold Limits Values set by the American Conference of Governmental Industrial Hygienists. PELs refer to airborne concentrations of substances and are averaged over an eight-hour day. Certain substances also have "action levels". **Action levels** are air concentrations below the PEL that nevertheless require that certain actions take place, such as medical surveillance and workplace monitoring. **However, exposures to staff and students from science laboratory activities within the School should be below these limits and action levels.**

Guidance: ***Notify the Curriculum Manager or the School Safety Consultant in the Insurance Department should you suspect that exposure concentrations exceed allowable levels.***

An employee's workplace exposure to any regulated substance shall be monitored if there is reason to believe that the exposure will exceed an action level or a PEL. If exposures to any regulated substance routinely exceed an action level or permissible exposure level, **control measures shall be implemented.**

A. Professional Judgment

The Curriculum Manager and Science Teachers may use **professional judgment** to assess the nature of chemical exposure resulting from a lab procedure and prescribe engineering controls and personal protective equipment to be used during the procedure. Professional judgement is defined as the knowledge, skills and experience that adhere to the policies and procedures of the CHP and are guided by ethical and professional standards.

B. Air Sampling

Air sampling for evaluating employee exposure to chemical substances shall be **conducted on an as needed basis** (to be determined by the Curriculum Manager and/or the School Safety Consultant). Conduct air sampling if there is reason to believe that exposure levels for regulated substances that require sampling routinely exceed the action level, or in the absence of an action level, the PEL.

Air sampling will be conducted according to established industrial hygiene practices. It may be conducted by qualified **Certified Industrial Hygienist.** The results of air sampling studies performed in the laboratory work area should be sent to the Site Administrator for records maintenance.

3.2 Criteria for Implementation of Specific Control Measures

Engineering controls, personal protective equipment, hygiene practices, and administrative controls each play a role in a comprehensive laboratory safety program. **Implementation of specific measures must be carried out on a case-by-case basis, using the following criteria for guidance in making decisions.**

A. When to Use Fume Hoods

The **laboratory fume hood** is designed to capture chemicals that escape from their containers or apparatus and to exhaust them from the laboratory environment before they are inhaled. Characteristics to be considered in requiring fume hood use are **physical state, volatility, toxicity, flammability, eye and skin irritation, odor, and the potential for producing aerosols**.

Although our schools do not require the use of fume hoods, they should be used if a proposed chemical procedure exhibits any one of these characteristics to a degree that:

(1) airborne concentrations might approach the **action level** (or permissible exposure limit),

(2) **flammable** vapors might approach one tenth of the lower explosion limit,

(3) materials of unknown **toxicity** are used or generated, or

(4) the **odor** produced is annoying to laboratory occupants or adjacent occupants.

Procedures that can generally be carried out safely outside the fume hood (depending on the capacity of the general ventilation system to remove any airborne contaminants) include those involving:

(1) **water-based solutions** of salts, dilute acids, bases, or other reagents,

(2) **very low volatility** liquids or solids,

(3) **closed systems** that do not allow significant escape to the laboratory environment, and

(4) **extremely small quantities** of otherwise hazardous chemicals.

The procedure itself must be evaluated for its potential to increase volatility or produce aerosols.

B. When to Use Safety Shields or Other Containment Devices

Safety shields, such as the sliding sash of a fume hood, are appropriate when working with highly concentrated acids, bases, oxidizers or reducing agents, all of which have the potential for causing sudden splashing, spattering, or even explosive release of material. Reactions carried out at non-ambient pressures (vacuum/negative pressure or positive/high pressure) also require safety shields, as do reactions that are carried out for the first time or are significantly scaled up from normal conditions.

Local exhaust ventilation may be required for equipment that exhausts toxic or irritating materials to the laboratory environment.

C. When to Use Personal Protective Equipment

- **Laboratory instructors shall designate areas, activities, and tasks**, which require specific types of personal protective equipment. Protective equipment shall not be worn in public areas, in order to prevent the spread of chemical or biological contamination from laboratory areas.

- **Eye Protection:** Eye protection is required for all personnel and any visitors whose eyes may be exposed to chemical or physical hazards. Side shields on safety spectacles provide some protection against splashed chemicals or flying particles, but goggles or face shields are necessary when there is a greater than average danger of eye contact. A higher than average risk exists when working with highly **reactive chemicals, concentrated corrosives, or with vacuum or pressurized glassware systems.**

- **Protective Clothing** Lab coats or other similar clothing protectors are strongly encouraged for all laboratory personnel.

- **Lab coats are required when working with select carcinogens, reproductive toxins, substances which have a high degree of acute toxicity, strong acids and bases,** and any substance on the Cal-OSHA PEL list carrying a “skin” notation.

- **Sandals, open-toed shoes, and bare feet are not permitted in any laboratory.**

- **Gloves:** Gloves made of appropriate material are required to protect the hands and arms from thermal burns, cuts, or chemical exposure that may result in absorption through the skin or reaction on the surface of the skin.

- **Gloves should be carefully selected** using guides from the manufacturers and recommendations prescribe in the SDS’ of the chemicals being handled.

- **Respiratory Protection:** Respiratory protection shall not be used as a substitute for adequate engineering controls. Availability of respiratory protection for emergency situations may be required when working with chemicals that are highly toxic and highly volatile or gaseous. If an experimental protocol requires exposure above the action level that cannot be reduced, respiratory protection will be required. All use of respiratory protective equipment is covered under **the School’s Respiratory Protection Program.**

- **Personal Protective Equipment must be stored in an appropriate and sanitary manner** consistent with the manufacturer’s recommendations.

4.0 Management of Engineering Controls

Engineering controls are intended to **minimize employee exposure** to chemical and physical hazards in the workplace. These controls must be maintained in **proper working order** for this goal to be achieved.

Modification of engineering controls shall not occur **unless testing** of the modification indicates that instructors protection will continue to be adequate. **Improper function** of engineering controls must be reported to the maintenance supervisor on campus immediately. Improperly functioning systems shall be taken **out of service** until proper repairs have been completed.

4.1 Classroom Exhaust Ventilation

The following procedures shall apply to the use of classroom exhaust ventilation: Capture hoods of local exhaust ventilation systems shall be as **close as practicable** to the source of the contaminants. Classroom exhaust fans shall be **operating** when exhaust hoods are being used. **After using** classroom exhaust, the ventilation fan shall be operated for an **additional** period of time sufficient to clear residual contaminants from the ductwork. The ventilation system shall be **inspected annually** by the maintenance supervisor on campus.

4.2 Laboratory Hoods

Work practices shall follow the **requirements of California Title 8, §5154.1, Ventilation Requirements for Laboratory-Type Hood Operations**. **Ductless fume hoods** shall not be used for volatile toxic materials and should be posted as "**Not for Use with Toxic Materials**." Consult the Science Dept. Chair or Site Administrator before using these hoods to control lab vapors.

4.3 Flammable Liquid Storage

"Fire-hazard chemicals" should be stored in approved containers as specified in 29 CFR 1910.106 (d) iii. Safety cabinets can and should be used only as recommended by the manufacturer, including the following safety practices:

- Never disable the spring-loaded closure.
- Always keep the flame-arrestor screen in place; replace if punctured or damaged.
- Cabinets designed for the storage of flammable materials should be properly used and maintained.
- Read and follow the manufacturer's information and also follow these safety practices:
- Store only compatible materials inside a cabinet.
- Do not store paper or cardboard or other combustible packaging material in a flammable liquid storage cabinet.
- Follow the manufacturer established quantity limits for various sizes of flammable-liquid storage cabinets; do not overload a cabinet.

4.4 Emergency Equipment

The *Options for Youth Public Charter Schools* shall ensure that fire **extinguishers are Inspected/serviced annually** by a person certified by the State Fire Marshal.

Eyewash Fountains

Equip all laboratory classrooms with eyewash stations. These must be located so they can be reached from any point in the laboratory classroom, as specified in the latest edition of ANSI Z358.1. Emergency eyewash fountains must be in accessible locations requiring no more than 10 seconds to reach and should be within 100 feet (30.5 meters) of the hazard.

For strong acids or caustics, eyewash fountains should be directly adjacent to or within 10 feet (3 meters) of the hazard.

Check the functioning of eyewash fountains on a monthly basis. Eyewash equipment must be capable of delivering to the eyes not less than 1.5 liters per minute for 15 minutes.

Be sure that access to eyewash fountains is not restricted or blocked by temporary storage of objects or in any other way.

5.0 Standard Operating Procedures for Laboratory Chemicals

Standard Operating Procedures are **generally accepted and best practices** for use of chemicals in particular situations. These SOPs may be overridden under special circumstances when appropriate. The reasons for such modifications, if any, shall be documented by the Curriculum Manager. When SOPs are not available for a specific lab situation, the Curriculum Manager in conjunction with the School Safety Consultant will develop them, in consultation with the references cited below and the Site Administrator.

5.1 General Principles

Chemical Procurement

It is the responsibility of the Principal in coordination with School Purchasing personnel to establish guidelines for the procurement of chemicals. All employees involved in the receiving of chemicals should be informed about proper handling, storage, and disposal procedures. All chemicals should be dated upon receipt.

Chemicals should not be accepted without accompanying labels, Safety Data Sheets, and proper packaging. Damaged or leaking containers should not be accepted. Employees should be informed about the proper handling of new chemicals that are known or suspected as hazardous; particularly those that are known, or suspected carcinogens, or those with special storage or handling requirements.

General Procedures

The following set of general principles should be adhered to by all laboratory instructors:

- Determine the potential physical, chemical and biological hazards and appropriate safety precautions before beginning any new or modified laboratory procedure.
- Know the location of all emergency equipment in the laboratory classroom and the proper procedure for each.
- Be familiar with all laboratory emergency procedures.
- Never alter or change machines, equipment, engineering controls, or personal protective equipment installed or purchased.
- Always inspect personal protective equipment (PPE) prior to use and after wear to ensure it is in proper working condition. Inform your Site Administrator or Curriculum Manager of the need for additional or new PPE as soon as possible.
- Never use or handle chemicals without the proper PPE for the job.
- Be alert to unsafe conditions and actions, and alert your Site Administrator or Curriculum Manager.
- Follow acceptable waste disposal procedures to avoid hazards to the environment.
- Chemicals should only be used in areas with ventilation appropriate for the chemical compound or product being used. Do not smell or taste any chemicals. Avoid unnecessary exposure to all chemicals by any route.
- Ensure that all chemicals are correctly and clearly labeled.

- Post warnings when unusual hazards exist, such as flammable materials or biological hazards.
- Use laboratory equipment only for its originally designed purpose.
- Do not work alone in the laboratory if any hazardous procedures are being conducted.
- Do not store, handle, or consume food in an area containing hazardous substances.
- Never use glassware or utensils that have been used in the laboratory to prepare or consume food or beverages.
- Do not use odors as a means of determining that inhalation exposure has or has not been exceeded. Whenever there is a reason to suspect that a toxic chemical inhalation limit might be exceeded, report unusual odors as soon as they are detected to your Site Administrator.
- Use safety glasses whenever a reaction is attempted for the first time.
- Use careful handling and storage procedures to prevent damage to glassware.
- Do not use damaged glassware items; either discard or repair.
- Use hand protection when picking up broken glass. Small pieces should be swept up with a brush into a dustpan.
- Report all accidents immediately to the Site Administrator.

Chemical Handling

To decrease exposure to the hazards inherently present in laboratory classroom and chemical storage areas, the Principal in conjunction with the appropriate administrative team (Directors of Instruction, Director of Charter Relations, Curriculum Manager) shall provide the Science Department employees with specific training and other informational resources to enable them to implement safe work habits. Laboratory instructors should follow various standardized chemical safety procedures:

- Chemicals used at the lab activity shall be in only those quantities necessary for the lesson. After the lab lesson has been completed, all chemicals left shall be promptly returned to the chemical storage area or removed as waste, if necessary.
- Any chemical mixture shall assumed to be toxic as its most toxic component. Substances of unknown toxicity shall be assumed to be toxic.
- Do not use an open flame to heat a ***flammable liquid*** or to carry out a distillation.
- Use an open flame only when necessary and promptly extinguish it when it is no longer needed.
- Before lighting a flame, remove all flammable substances from the immediate area. Check all containers of flammable materials in the area to ensure that they are tightly closed.
- Notify other students in the laboratory classroom before lighting a flame.
- Store flammable materials in their proper storage area.
- Use only non-sparking electrical equipment when volatile flammable materials are present in the laboratory classroom.
- An approved fume hood must be used when conducting the following procedures:
    b) When adding water to inorganic acid (hydrochloric acid, nitric acid). Always add water slowly with stirring.

c) When adding a dehydrating agent (sulfuric acid, sodium hydroxide, calcium oxide) to water. Always add strong dehydrating agent (sulfuric to water slowly with stirring).

d) Flammable or toxic materials should be handled in a fume hood.

e) Perform any operation that generates vapors, dusts, or aerosols in a fume hood.

- Never use improper reagents.
- Keep all chemical containers closed unless in active use.

When working with chemicals, all employees should know and constantly be aware of the following:

- The hazards identified with the chemical(s) being used. This information is provided in the appropriate SDS.
- How and where to properly store the chemical(s) when not in use.
- The proper methods for transporting chemicals within the laboratory classroom, or from stockroom/storage room to classroom.
- What safety precautions are needed when working with the chemical(s), such as the appropriate personal protective equipment.
- The location of, and the way to properly use, all emergency equipment.
- The appropriate procedure for dealing with emergencies, including evacuation routes, procedures for spill cleanup, and proper waste disposal.

Appropriate hazardous waste containers shall be provided and be labeled as such. The Curriculum Manager shall arrange for removal of hazardous wastes identified by Science Teachers at each individual site.

Chemical Storage

The chemical storage area shall be accessible to authorized personnel and shall have a label indicating such. Chemicals received shall be immediately placed in the proper storage areas, segregated by hazard class and not left in shipping boxes or crates.

Acid-resistant shelving or trays shall be placed under bottles containing mineral acids. Mineral acids should be separated from flammable and combustible materials by as much space as possible. Acid-sensitive materials such as sulfides shall be separated from acids and protected from contact with acids. Acutely Hazardous, also called extremely hazardous, chemicals shall be reviewed for necessary use and clearly identified with records kept of the usage.

Stored chemicals shall be visually inspected at least every month by instructional staff to determine if they are causing corrosion, deteriorating their container or storage shelf, leaking, or if other damage has occurred to the storage area.

At least once a year, the chemical storage areas as well as the chemicals stored elsewhere, shall be inventoried by a Science Teacher or designee, or the Site Administrator in conjunction with the School Safety Consultant. The inventory shall address the types and quantities of chemicals stored, their condition, and the need for disposal of any chemicals no longer in use, leaking, or otherwise in poor condition.

Personal Hygiene

Employees shall be familiar with the symptoms of exposure for the chemicals with which they work and the precautions necessary to prevent them. All laboratory instructors should follow these precautions:

- Whenever a chemical comes in contact with the skin, wash the area promptly.
- Avoid inhalation of chemical aerosols, dusts, fumes, mists, and vapors. Do not try to determine chemical properties by “sniffing” the chemical.
- Use pipette safety devices such as bulbs or pumps. Do not pipette by mouth suction.
- Wash hands well with soap and water before leaving the laboratory classroom or work room. Do not wash hands with solvents.
- Do not drink, eat, chew gum, or apply cosmetics in the laboratory classroom or work room.
- All refrigerators will be labeled according to the type of storage (i.e., “Food for Human Consumption”, “Food Not for Human Consumption”, “Chemical Storage Only”, “Biology Specimens Only”).

Personal Protective Equipment (PPE)

All Science Teachers are responsible for ensuring the proper types of personal protective equipment (gloves, goggles, safety glasses, aprons, etc) are available to students and visitors to the laboratory, and that they are being worn as required. All employees shall be informed as to the hazards of the chemicals and other products used in the laboratory setting through employee training. The training may include audiovisual program, written materials, verbal presentations and other forms of training. All laboratory instructors should observe the following practices:

- Eye protection should meet the requirements of the American National Standards Institute (ANSI) Z87-1. Safety goggles with side pieces are required when the potential for flying objects or chemical splashes exists.
- Wear appropriate protective clothing, such as a laboratory coat or apron at all times.
- Confine long hair and loose clothing when in the laboratory.
- When working with corrosive liquids, or with allergenic, sensitizing, or toxic chemicals, wear gloves made of a material known to be resistant to permeation by the chemical. Test gloves for the absence of pinhole leak by air inflation; do not inflate by mouth.
- Wear closed toed shoes in the laboratory work room (science storage room) when preparing chemical solutions for science lab activities.
- Before using any protective equipment, inspect for defects. Do not use defective protective equipment.

Chemical Spills, Splashes and Releases

In the event of a small spill (i.e., equal to or less than 5 gallons), release of hazardous substances or any other accident, immediately report such an event to the Site Administrator. The Site Administrator shall contact the appropriate School staff responsible for determining if outside assistance is necessary. If outside assistance is required, the Site Administrator shall activate the school’s Site Specific Health & Safety Plan that outlines the actions to be taken when outside emergency personnel are called in to handle a spill, fire, or other emergency.

Laboratory instructors working around chemicals shall be aware of the site’s Emergency Action and Fire Prevention Plan. Laboratory instructors should know at least two evacuations routes, location of emergency showers, eyewashes, first aid kits, emergency exits, spill kits, and fire alarm pull stations.

In the event of fire and chemical spills an appropriate laboratory instructor should:

- Alert personnel in the immediate vicinity.
- Confine the fire or chemical spill, if possible and do so without endangering other personnel and students.
- Keep yourself between the emergency and an exit when attempting to confine the emergency to avoid being trapped. Only fight the fire if you are trained in the use of a fire extinguisher and are confident that you will be able to put it out.
- If an emergency is inside a hood, close the sash, if possible.
- Close lab doors, if possible, to prevent the spread of smoke or vapors into adjoining rooms and corridors.
- For flammable liquid spills, shut off ignition sources, if possible. Avoid unplugging equipment due to possible electrical arc between receptacle and plug.

Clothing Fires

In the event of a clothing fire the following procedures shall be followed.

- Stop the person on fire from running.
- Drop the person to the floor or other horizontal surface to prevent flames and hot gases from rising to the face and head.
- Roll the person to snuff out the flames. Blankets can be effective if brought to the person. Safety showers may be effective if within a travel time of one or two seconds.
- Cool the person by removing smoldering clothing that has not adhered to skin, and by using water and ice packs.
- Call 911. Get immediate medical attention.

Chemical Splash

In the event a chemical splash occurs in the eyes or on the skin, the following procedures shall be followed.

Eye Splashes

- Immediately wash the eyes with potable water for at least 15 minutes at the eyewash station.
- Forcibly hold the eyelids open and tell the injured person to roll his/her eyes while continuously irrigating.
- Do not use any substance other than potable water to wash the eyes.
- Call 911. Get immediate medical attention.

Skin Splashes

- Remove chemical contact with the skin by brushing off dry and water reactive chemical. Remove contaminated clothing and protective equipment that can be quickly removed (1 second or less).
- Flush the splashed area with large amounts of potable water. Never use anything other than water or mild soap & water to clean chemicals from exposed skin.
- When the chemicals have entered the eyes, remove protective eyewear under the emergency shower as quickly as possible. In cases where the eyewear has not been

breached by the chemical, remove the protective eyewear after the head and face have been thoroughly washed.

- The injured person should wash with potable water for 15 minutes or longer any part of the skin that may have had chemical contact or contact with contaminated wash water. Remove any clothing that may have come in contact with the chemical or contaminated wash water under the emergency shower.
- Call 911. Get immediate medical attention.

In any splash or spill, the Safety Data Sheet (SDS) shall be provided to the injured, persons aiding the injured in treatment, and all external medical responders. If the injured receives assistance from an employee acting as a responder, the rescuer needs to wash him or herself to prevent injury from diluted chemicals washed off from the victim.

Housekeeping

Safety performance and good housekeeping practices in the laboratory are directly related to each other. Each employee is responsible for the cleanliness of his or her laboratory classroom and jointly responsible for common areas used by all. The science storage room should be kept clean and orderly, and chemicals and equipment should be stored in appropriate areas when not in use. The laboratory instructors should follow the following general procedures.

- Laboratory classrooms should be kept clean and free of obstructions. Cleanup should follow the completion of any operation and/or at the end of each day.
- Access to emergency equipment showers, eyewash fountains, and exits should never be blocked, even temporarily. Do not park chemical carts in front of any emergency equipment.
- Wastes should be deposited in appropriate receptacles.
- Do not store chemicals in aisles, stairways and hallways, or on floors, desks, or laboratory bench tops.
- Equipment and chemicals should be stored properly.
- All chemical containers must be labeled with at least the identity of the contents, the associated hazards to the user, and the name and address of the chemical manufacturer, importer, or other responsible party.
- Keep all laboratory classrooms clear of clutter, especially bench tops and aisles.
- At the end of each workday, place all chemicals in their assigned storage area.
- Wastes should be labeled properly.
- Clean all working surfaces and floors on a regular basis.

5.2 Specific Safety Procedures

All laboratory safety procedures must contain a written description of specific practices incorporating the applicable precautions described in this section. Employees should read and understand these practices before commencing a procedure.

Procedures for Toxic Chemicals

The SDS sheets for many chemicals used in the laboratory classroom will state recommended limits and/or OSHA-mandated limits as guidelines for exposure. Typical limits are Threshold Limit Values (TLVs), Permissible Exposure Limits (PELs), and action levels. When such limits

are stated, they will be used to assist the laboratory instructor in determining the safety precautions, control measures, and safety apparel that apply when working with toxic chemicals.

- When a TLV or **PEL** value is less than 50 parts per million (ppm) or 100 mg/M3, the user of the chemical must use it in an operating fume hood or similar device. If none are available, no work should be performed using that chemical.
- Whenever the handling of toxic substances with moderate or greater vapor levels will generate vapors likely to exceed air concentration limits, laboratory work with such liquids and solids will be conducted in a fume hood. If none are available, no work should be performed using that chemical.

Procedures for Flammable Chemicals

In general, the flammability of a chemical is determined by its flash point, the lowest temperature at which an ignition source can cause the chemical to ignite momentarily under certain conditions.

- Chemicals with a flash point below 200 degrees Fahrenheit (93.3 degrees Celsius) will be considered “fire-hazard chemicals”.
- Fire-hazard chemicals should be stored in a flammable-solvent storage area or in storage cabinets designated for flammable materials.
- Fire-hazard chemicals that are used in quantities that may present a fire hazard must be used only in vented hoods and away from sources of ignition.

Procedures for Reactive Chemicals

Reactivity information for a chemical is sometimes supplied in the manufacturer’s SDS or on the label. Guidelines on which chemicals are reactive can be found in regulations promulgated by the Department of Transportation (DOT) in 49 CFR. Also see National Fire Protection Association Manual 325, “Fire Hazards Properties of Flammable Liquids, Gases, and Volatile Solids”; Manual 459, “Hazardous Chemical Data”; and Manual 491M, “Manual of Hazardous Chemical Reactions”.

A reactive chemical is one that:

- Is ranked by the NFPA as 3 or 4 for reactivity;
- Is identified by the DOT as:
    1) an oxidizer;
    2) an organic peroxide; or
    3) an explosive, Class A, B, or C;
- Fits the EPA definition of reactive in 40 CFR 261.23;
- Fits the OSHA definition of unstable in 29 CFR 1910.1450; or
- Is known or found to be reactive with other substances.

Reactive chemicals should be handled with all proper safety precautions, including segregation in storage and prohibition on mixing even small quantities with other chemicals without prior approval and appropriate personal protection and precautions.

Procedures for Corrosive Chemicals and Contact-Hazard Chemicals

Corrosivity, allergenic, and sensitizer information is sometimes given in manufacturers SDS' and on labels. Also, guidelines on which chemicals are corrosive can be found in other OSHA standards and in regulations promulgated by DOT in 49 CFR and the EPA in 40 CFR.

A corrosive chemical is a chemical that causes visible destruction of, or irreversible alterations in, living tissue by chemical action at the site of contact.

Procedures for Carcinogens and Reproductive Toxins

Carcinogens and Reproductive Toxins are extremely hazardous due to their toxic effects and are prohibited from use, handling or storage within School property or the scope of the School's educational environment. Any educational products that contain these chemicals are also prohibited at all School sites.

6.0 Particularly Hazardous Procedures

The Cal-OSHA Lab Standard requires that special consideration be given to use of chemicals or procedures with particular hazards. Examples of such chemicals are given in Chapter 3 of *Prudent Practices*. A brief list of examples is in Appendix B.

6.1 Work with Particularly Hazardous Substances

When laboratory procedures include the use of highly hazardous chemicals, **special precautions** shall be implemented as deemed necessary by the Curriculum Manager or School Safety Consultant.

- **Signage and access control** to the work area where the chemical is used;
- **Enclosure or isolation** of contaminated equipment;
- Practicing good laboratory **hygiene**;
- **Prudent transportation** of very toxic chemicals;
- **Planning** for accidents and spills; and
- Special **storage and waste disposal** practices.

Prudent Practices provides detailed recommendations for work with particularly hazardous substances.

7.0 Chemical Spills, Releases and Accidents

7.1 Emergency Response

Telephone numbers of emergency personnel, and other essential employees as deemed appropriate are found in section 7.5 of this Chemical Hygiene Plan. This information shall be checked quarterly by the **Site Administrator** for accuracy.

7.2 In Case of Fire

The first reaction to a fire is to **evacuate the occupants** of the building. Fire extinguishers shall be used by trained personnel to fight incipient fires and small fires.
Fire extinguisher training is available through the School's Insurance department.

7.3 In Case of Spills

In the event of a chemical spill, release or other accident, lab workers will respond as outlined in the School's Emergency Response plan. **The size of the spill and its hazards shall dictate the proper response.** If there is any doubt about the lab instructor's ability to safely clean up the spill, and conditions do not warrant contacting emergency response services, then the Site Administrator shall be contacted.

Note*: Proper emergency response relies upon a knowledge of the lab hazards. For this reason, a chemical inventory of science storage rooms shall be conducted annually by the science teacher, Site Administrator, or Safety Consultant. The chemical inventory is provided below in Appendix C.*

Note: Specific procedures to address spills will be inserted here.

7.4 In Case of Personnel Exposures

All employees shall be instructed in the **location and proper usage of eyewashes**. (see Appendix I for location maps)

Note: In case of medical emergency, summon the appropriate party listed in Section 7.5 below.

Note: Medical consultation after such exposures is provided as detailed in Section 8.0 below.

7.5 Emergency Phone Numbers

Emergency Medical Response: **Dial 911**

School Emergency Response Personnel:

Poison Control Center: **(800) 222-1222**

Local Fire Authority:

Local Police Agency:

***Actual contact numbers will vary by location and will be included by school site staff.**

8.0 Chemical Disposal & Hazardous Waste

Options for Youth School generates hazardous waste from all areas of the school sites and School office. Specific areas include the School's Transportation, Maintenance and Operation, and Nursing Administration Department. Site based departments include Custodial, Life Sciences, Physical Sciences, Welding, Auto Shop, Photography, Art, and Nurses Office. Due to chemical complexity, volume, and numerous health & safety regulations an annual comprehensive School wide Chemical Disposal Roundup Program has been implemented.

Acquisition of hazardous chemicals through donations shall not be accepted without prior approval. Each school site and School department shall maintain Safety Data Sheets for chemicals used within the department. When purchasing or receiving chemical materials, confirm that the SDS for that chemical has been provided.

Preparation for the Disposal of Chemical Waste

To properly prepare waste for disposal, first identify the waste material as chemical or biological. Solid or liquid chemicals must never be placed in the regular waste disposal bin or poured into a drain for removal, unless concentrations of the solid or liquid are thoroughly diluted and will not cause harm to the environment.

SPECIAL HANDLING OF CHEMICAL WASTE

Aerosol Containers

Aerosol containers such as spray paint cans can be disposed of in regular trash receptacles as long as they have been completely emptied of their contents. Defective cans or aerosol cans with some of the contents remaining, must be disposed of as a hazardous waste. Each department must submit a request to the M&O department for a pickup of the waste containers.

Unknown Chemicals

Unknown chemicals require special handling. The responsible department must make every effort to classify the materials, which are being disposed.

Potential Explosives

Potential explosives which are highly reactive chemicals, shock sensitive, or explosive, require that removal arrangements be made with a certified, licensed, and insured chemical waste vendor specializing in handling these types of chemicals. Appendix B has a partial listing of potential explosive chemicals.

Empty Glass Containers

Empty glass containers of 5-gallon or less in capacity must be placed in a hard-sided container (box) before disposal in the trash. The container must not have any liquid or residue when tilted at any orientation and labels must be removed. Empty containers of 10-gallons or more cannot be disposed of as regular trash. Empty 10-gallon containers should be returned to the original distributor either for reuse, reconditioning, and/or to reclaim their scrap value.

Batteries

Batteries are considered a significant source of toxic metal pollution due to air emissions from incinerators and leakage into soils from landfills. Regulations on disposal are based upon the waste generator. The waste generator is classified as the entire school. A department or school site is not considered as a single waste generator. Cal-EPA Department of Toxic Substances Control (DTSC) fact sheet, dated 3/7/00, define hazardous waste batteries as: rechargeable nickel-cadmium, silver button, mercury, small sealed lead acid batteries (burglar alarm and emergency light batteries).

Metallic Mercury

Metallic mercury containing materials such as old manometers, thermometers, blood pressure apparatus, and vapor lamps should be disposed of with other chemical waste. Place broken metallic mercury equipment inside a jar or bottle for disposal.

Identification of Chemical Waste

Properly identify and label the contents of each waste container.

- Attach a Hazardous Waste Label to each waste container that identifies its contents and specifies the amount of every waste constituent. Include the identity of commercial products as well as chemical reagents. Labels such as *"non flammable waste"* or *"organic solvent waste"* are not acceptable.

- All constituents in mixtures (solid or liquid) should be identified and their concentrations stated (%, ppm, M). Acids and bases other than pure material in its original container must be analyzed and their strengths given in normality, molarity, or weight percent.

Identify waste materials on the hazardous waste label in one of the following methods:

- Chemical Name.
  If a material is a mixture, provide concentrations of all hazardous constituents. Concentrations may be stated in molarity (gram, gallon, or pound moles per liter), percent by weight or volume (percent is assumed to be by weight unless volume is stated), weight per volume (grams or milligrams per liter), or parts per million/billion.

- Manufacturer and Product Name.
  Include all hazardous materials listed in the SDS. Manufacturers of potentially hazardous materials are now required by law to provide SDS's with their products, including a list of all potentially hazardous ingredients. If no hazardous ingredients are identified on the SDS, attach a copy of page 1 to the hazardous waste tag.

- Complete Generic Description of Material.
  Use the generic description **only** if the material is a mixture of well-known standard composition. The generic description must be complete enough to adequately characterize the waste material.

Packaging

Proper packaging is extremely important. Place every chemical in an appropriate container. Incorrect packaging could result in an accident or spill during transport to the waste storage facility.

The following requirements must be met before chemical waste is collected and disposed of.

- Liquid waste must be contained in screw cap bottles. Stopped or corked flasks and bottles without proper lids will not be picked up.

- Chemically contaminated debris must be placed in transparent plastic bags. For ease of handling, place these bags inside a hard-sided container whenever possible.

- Semi-solid materials such as gels and paraffin wax must be placed in wide mouth plastic jars or bottles with screw caps.

- Leaking containers can be placed inside larger screw top bottles or plastic buckets with snap-on lids. Leaking containers will not be picked up.

- Chemically contaminated sharps (needles, syringes, broken glass, glass slides, razors, scalpels, glass pipettes, Pasteur pipettes) must be placed inside rigid puncture-proof containers.

- Each waste container must be properly identified and labeled with a Hazardous Waste label.

Segregation of Hazardous Waste

When the waste is chemical in nature, the procedures outlined below must be followed. Set up a disposal area so that your waste is collected and segregated as it is generated. This will prevent the occurrence of incompatible mixtures. The waste container should be placed in a secondary container such as a large plastic pan, which is large enough to capture any spills, which may occur. Proper Protective Equipment (PPE) must be worn when preparing chemicals for disposal.

Segregation by chemical category guidelines:

- Segregate all potential explosive chemicals from all other chemicals. A potential explosive chemical is a material that may ignite as a result of conditions that normally exist in the ambient environment, such as heat, light, shock, friction, and the presence of water or result from long-term storage in the environment. Package separately in such a way as to contain and isolate any ignition that may occur. These chemicals are not removed with normal chemical waste.

- Segregate strong oxidizers from all organics and package separately.

- Segregate acids and bases and package separately.

- Segregate heavy metal solutions and salts and package separately.

- Segregate chemical carcinogens and package separately.

- Segregate cyanide containing materials and package separately.

- Segregate compressed gases and aerosol containers and package separately.

- Do not mix waste hydrocarbon solvents in the same container with halogenated solvents. The hydrocarbon solvents can be recycled if not contaminated with halogenated solvents.

- Segregate all alkali metal solutions and water reactive chemicals from moisture, water, and other chemicals. Package separately. Protect from water. Place warnings on packages.

- Segregate peroxide-forming chemicals from all other combustible materials and mineral acids. Package separately. Separation may be from a distance or barrier.

Keeping waste materials segregated from each other requires only a reasonable amount of forethought and effort. A list of incompatibles can be found in Appendix J.

9.0 Medical Consultations and Examinations

9.1 Availability

All employees who work with hazardous chemicals will have an opportunity to receive medical attention, including any follow-up examinations, which the examining physician determines to be necessary, under the following circumstances:

- When an employee develops **symptoms** associated with a hazardous chemical to which the employee may have been exposed in the laboratory;
- When exposure monitoring reveals an **exposure level routinely above the action level or PEL** for an OSHA regulated substance for which there are exposure monitoring and medical surveillance requirements; or
- In the event of a **spill, leak, explosion** or other occurrence that results in the probability of a hazardous exposure.

The Site Administrator shall be contacted whenever the need for medical consultation or examination occurs, or when there is uncertainty as to whether any of the above criteria have been met.

9.2 Arranging for Exams

All medical examinations and consultations will be performed by or under the direct supervision of a licensed physician and will be provided through the School, without loss of pay and at a reasonable time and place.

In the event of a life-threatening illness or injury, dial 911 and request emergency response personnel.

9.3 Information

The School shall provide the examining physician with the following information:

- The **identity** of the hazardous chemical(s) to which the employee may have been exposed. A description of the **conditions** under which the exposure occurred including quantitative exposure data, if available.
- A description of the **symptoms** of exposure that the employee is experiencing, if any.
- The above information will be collected and **communicated by the employees Site Administrator** and will be submitted to the Curriculum Manager as well as to the examining physician.

9.4 Report

The examining physician will provide to the employees Site Administrator a written report including the following:

- Any recommendation for **further medical follow-up**.
- The results of the medical examination and any associated **tests**.
- Any medical condition, which may be revealed in the course of the examination, which may place the employee at **increased risk** as a result of exposure to a hazardous chemical found in the workplace.
- A statement that the employee has been informed by the physician of the results of the consultation or medical examination and any medical condition that may require further examination or treatment. The written opinion will not reveal specific findings of diagnoses unrelated to occupational exposure.

10.0 Recordkeeping

At a minimum, safety records shall be maintained as required by Cal-OSHA.

It is the intent of this Chemical Hygiene Plan to require the maintenance of records of accidents, unusual chemical exposures, spills, incidents, and other occurrences as required by the Authorities Having Jurisdiction.

10.1 Accident Reports

Accident investigations will be conducted by the employees Site Administrator with assistance from the Curriculum Manager as deemed necessary. Accident reports will be written and retained for 5 years.

10.2 Exposure Evaluations

Copies of exposure records carried out by individual departments will be kept within the department and also sent to the Site Administrator. Raw data will be kept for one year and summary data for the term of employment plus 30 years.

10.3 Medical Consultation and Examinations

Results of medical consultations and examinations will be kept by the Site Administrator for a length of time specified by the appropriate medical records standard. This time will be at least the term of employment plus 30 years as required by Cal-OSHA.

10.4 Training

Copies of individual employee training should be recorded and kept in both the individual's department file and with Human Resources as well as the science department's records for up to five years.

11.0 Annual Chemical Hygiene Plan Review

The Principal, Curriculum Manager, and Directors of Schools (DOS) will review the Chemical Hygiene Plan **every *year***. Results will be provided to all science teachers. The **Principal and DOSs** are responsible for assigning responsibility to take corrective action for any deficiency noted.

12.0 References and Other Information Sources

12.1 References

A. Literature References

- National Research Council, **Prudent Practices for Handling and Disposing Hazardous Chemicals in Laboratories**, National Academy Press, Washington, D.C., 1995.
- **California Code of Regulations, Title 8, §5191, Occupational Exposure To Hazardous Chemicals In Laboratories.**
- **California Code of Regulations, Title 8, §5154.1, Ventilation Requirements for Laboratory-Type Hood Operations**
- **Science Safety Handbook for California Public Schools; 2014 Edition**

B. Internet Resources

Safety Data Sheets
http://hazard.com/SDS

Cal-OSHA Regulations
http://www.dir.ca.gov/samples/search/query.htm

Science Safety Handbook for California Public Schools 2014 Edition
https://www.cde.ca.gov/pd/ca/sc/documents/scisafebook2014.pdf

Appendix A:

Prohibited High Hazard Chemicals

Appendix B: Prohibited High Hazard Chemicals

Table 1: Carcinogens, Reproductive Toxins or Highly Toxic Chemicals

The chemicals listed below are extremely hazardous due to their toxic effects and are prohibited from use, handling or storage within School property or the scope of the School's educational environment. Any educational products that contain these chemicals are also prohibited. This is not an exclusive list, and may be expanded, based on the professional judgment of the CHPA, School Risk Manager and Science Safety Committee. Employees will be advised that these chemicals are prohibited.

Biologically active compounds

• protease inhibitors (e.g. PMSF, Aprotin, Pepstatin A, Leopeptin);
• protein synthesis inhibitors (e.g. cycloheximide, Puromycin);
• transcriptional inhibitors (e.g. a-amanitin and actinomycin D);
• DNA synthesis inhibitors [e.g. hydroxyurea, nucleotide analogs (i.e. dideoxy nucleotides), actinomycin D, acidicolin];
• phosphatase inhibitors (e.g. okadaic acid);
• respiratory chain inhibitors (e.g. sodium azide);
• kinase inhibitors (e.g. NaF);
• mitogenic inhibitors (e.g. colcemid); and
• mitogenic compounds (e.g. concanavalin A).
• Castor bean (Ricinus communis) lectin: Ricin A, Ricin B, RCA toxins
• Diisopropyl fluorophosphate: highly toxic cholinesterase inhibitor; the antidote, atropine sulfate and 2-PAM (2-pyridinealdoxime methiodide) must be readily available
• N-methyl-N'-nitro-N-nitrosoguanidine: carcinogen (this chemical forms explosive compounds upon degradation)
• Phalloidin from Amanita Phalloides: used for staining actin filaments
• Retinoids: potential human teratogens
• Streptozotocin: potential human carcinogen
• Urethane (ethylcarbamate): an anesthetic agent, potent carcinogen and strong teratogen, volatile at room temperature

Table 2: Shock Sensitive and Pyrophoric Chemicals

The classes of chemicals listed below may explode when subjected to shock or friction. Peroxide Hazard on Concentration: Do not distill or evaporate without first testing for the presence of peroxides (discard or test for peroxides after 6 months).

• acetaldehyde di·diethylene glycol dimethyl ether (diglyme)
• dioxane
• ethylene glycol dimethyl ether (glyme)
• ethylene glycol ether acetates
• ethylene glycol monoethers (cellosolves)
• furan
• methylacetylene
• methylcyclopentane

Table 3: Explosive Chemicals

This list of chemicals is taken from Table I Explosive Chemicals (for Immediate Disposal *Only by Explosive Technicians)* of the ***Science Safety Handbook for California Public Schools*****,** p. 33.

Benzoyl Peroxide
Carbon Disulfide
Diisopropyl Ether (if stored longer than 12 months)
Ethyl Ether/Diethyl Ether (if stored longer than 12 months)
Nitrogen Triiodide
Perchloric Acid
Phosphorous (white/yellow)
Picric Acid
Potassium Metal
Sodium Azide

Table 4: Extremely Hazardous Chemicals

This list of chemicals is taken from Table 2 Extremely Hazardous Chemicals for Prompt Disposal of the ***Science Safety Handbook for California Public Schools*****,** page 39.

2-Acetylaminofluorine
Acrylamide (neuro toxin)
4-Aminodiphenyl
Aniline
Arsenic Power
Arsenic Trioxide
Asbestos
Benzene
Benzidene
Beryllium
Beryllium Compounds
Cadmium Powder
Cadmium Salts
Carbon Tetrachloride
Chloroform
Chromium (VI) Oxide and all hexavalent chromium compounds
Cobalt
Cobalt II Oxide
p-Dichlorobenzene
3,3-Dichlorobenzidine and salts
4 Dimethylaminoazobenzene
Ethylene Dichloride (1,2 Dichloroethane)
Formaldehyde
Hydrazine (anhydrous)
Hydrofluoric Acid
Lead Acetate
Lead Arsenate
Methylchloromethyl Ether
4-4' Methylene Bis (2-Chloroaniline)
Methylene Chloride (Dichloromethane)
Nickel Compounds & Powder
4-Nitrobiphenyl
Beta Propiolactone
Sodium Arsenate
Sodium Arsenite
Vinyl Chloride
Alpha and Beta Naphylamine

Appendix B:

Chemical/Hazardous Material Inventory

Appendix C: Chemical/Hazardous Material Inventory

Complete checklist every month until the end of the semester. Keep this form in your school site file and send a copy to the Site Administrator and the Science Dept. Chair.

Chemical Name	Date	Date	Date	Date	Date	Date	Date

School: _____

Person Completing Inventory: _____

Inventory Reviewed By: _____

Appendix C:

Student Laboratory Safety Form

Student Safety Lab Form

School:_____ Teacher:_____

PURPOSE

Science is a hands-on laboratory class which may require the use of hazardous chemicals. To ensure a safe science classroom, a list of rules has been provided to you in this student safety form. After reviewing the form with your teacher, please sign and give to your teacher. A copy will be provided for you to keep.

GENERAL RULES

1. Conduct yourself in a responsible manner at all times.
2. Never work alone. No student may work in the laboratory without an instructor present.
3. Do not touch any equipment, chemicals, or other materials unless you are instructed to do so.
4. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.
5. Perform only those experiments approved by the instructor. Never do anything in the laboratory that is not part of the procedure given by the instructor.
6. Carefully follow all instructions, both written and oral.
7. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times.
8. Keep aisles clear. Push your chair under the desk when not in use.
9. Know the locations and operating procedures for all safety equipment including first aid kit, eye-wash station, and fire extinguisher. Know where the fire alarm and exits are located.
10. Be alert at all times in the laboratory. Notify the instructor immediately of any unsafe conditions.
11. Know the locations and operating procedures for all safety equipment including first aid kit, eye-wash station, and fire extinguisher. Know where the fire alarm and exits are located.
12. Be alert at all times in the laboratory. Notify the instructor immediately of any unsafe conditions.
13. Dispose of all chemical waste properly as determined by the instructor. Never mix chemicals in sink drains. Solid chemicals, metals, matches, filter paper, and all other insoluble materials are to be disposed of in the proper waste containers.
14. Labels and equipment instructions must be read carefully before use
15. Keep hands away from face, eyes, mouth and body while using chemicals. Wash your hands with soap and water after performing all experiments.
16. Clean all work surfaces and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
17. Experiments must be personally monitored at all times.
18. Students are not permitted in the science storage rooms or preparation areas unless given permission by their instructor.
19. Preserved biological materials are to be treated with respect and disposed of properly.
20. When using sharp instruments, always carry with tips pointing down and away. Always cut away from your body. Never try to catch falling sharp instruments.
21. If you have a medical condition (e.g., allergies, pregnancy, etc.), check with your physician prior to working in lab.

CLOTHING

22. Any time chemicals, heat, or glassware are used, students will wear goggles.
23. Contact lenses may be worn provided adequate face and eye protection is provided by specially marked, non-vented safety goggles.
24. Long hair must be tied back and dangling jewelry and loose or baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed.
25. Lab aprons have been provided for your use and should be worn during laboratory activities.

ACCIDENTS AND INJURIES

26. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the instructor immediately.
27. If you or your lab partner are hurt, immediately yell out "HELP! HELP!" to get the instructor's attention.
28. If a chemical splashes in your eye(s) or on your skin, immediately flush with running water from the eyewash station for at least 20 minutes. Notify the instructor immediately.

HANDLING CHEMICALS

29. Do not touch, taste, or smell any chemicals unless specifically instructed to do so.
30. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.
31. Never return unused chemicals to their original containers.
32. Never use mouth suction to fill a pipet. Use a rubber bulb or pipet pump.
33. When transferring reagents from one container to another, hold the containers away from your body.
34. Acids must be handled with extreme care. You will be shown the proper method for diluting strong acids. Always add acid to water, swirl or stir the solution.
35. Handle flammable hazardous liquids over a pan to contain spills. Never dispense flammable liquids anywhere near an open flame or source of heat.
36. Never remove chemicals or other materials from the laboratory area.
37. Take great care when transporting acids and other chemicals from one part of the laboratory to another. Hold them securely and walk carefully.

HANDLING GLASSWARE AND EQUIPMENT

38. Carry glass tubing, especially long pieces, in a vertical position to minimize the likelihood of breakage and injury.
39. Never handle broken glass with your bare hands. Use a broom/brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated glass disposal container.
40. Always protect your hands with towels or cotton gloves when inserting glass tubing into, or removing it from, a rubber stopper.
41. Fill wash bottles only with distilled water and use only as intended.
42. When removing an electrical plug from its socket, grasp the plug, not the electrical cord. Hands must be completely dry before touching an electrical switch, plug, or outlet.
43. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
44. Report damaged electrical equipment immediately. Look for things such as frayed cords, exposed wires, and loose connections.
45. If you do not understand how to use a piece of equipment, ask the instructor for help.
46. Do not immerse hot glassware in cold water; it may shatter.

HEATING SUBSTANCES

47. Never leave a lit burner unattended. Never leave anything that is being heated or is visibly reacting unattended. Always turn the burner or hot plate off when not in use.
48. You will be instructed in the proper method of heating and boiling liquids in test tubes. Do not point the open end of a test tube being heated at yourself or anyone else.
49. Heated metals and glass remain very hot for a long time. Use tongs or heat-protective gloves if necessary.
50. Do not place hot apparatus directly on the laboratory desk. Always use an insulating pad.

QUESTIONS

A. Do you wear contact lenses?

YES NO

B. Are you color blind?

YES NO

C. Do you have allergies?

YES NO

D. If so, list specific allergies: _____

_____

AGREEMENT

I have read and agree to follow the safety rules in this form. I realize that I must obey these rules to ensure my own safety and that of my fellow students and instructor. I will cooperate to the fullest extent with my instructor and fellow students to maintain a safe lab environment. I will also closely follow the oral and written instructions provided by the instructor. I am aware that any violation of these rules that results in unsafe conduct in the laboratory on my part, may result in being removed from the class.

_____

Student Signature Date

Appendix D:

INCOMPATIBILITY OF COMMON LABORATORY CHEMICALS

Appendix I: Incompatibility of Common Laboratory Chemicals

When certain hazardous chemicals are stored or mixed together, violent reactions may occur because the chemicals are unsuitable for mixing, or are incompatible. Classes of incompatible chemicals should be segregated from each other during storage, according to hazard class. Use the following general guidelines for hazard class storage:

- Flammable/Combustible Liquids and Organic Acids
- Flammable Solids
- Mineral Acids
- Caustics
- Oxidizers
- Perchloric Acid
- Compressed Gases

Before storing or mixing any chemicals, refer to this partial list, the chemicals' SDS's to verify compatibility:

CHEMICAL	INCOMPATIBLE CHEMICAL(S)
Acetic acid	aldehyde, bases, carbonates, hydroxides, metals, oxidizers, peroxides,phosphates, xylene
Acetylene	halogens (chlorine, fluorine, etc.), mercury, potassium, oxidizers, silver
Acetone	acids, amines, oxidizers, plastics
Alkali and alkaline metals	acids, chromium, ethylene, halogens, hydrogen, mercury, **earth** nitrogen, oxidizers, plastics, sodium chloride, sulfur
Ammonia	acids, aldehydes, amides, halogens, heavy metals, oxidizers, plastics, sulfur
Ammonium nitrate	acids, alkalis, chloride salts, combustible materials, metals, organic materials, phosphorous, reducing agents, urea
Aniline	acids, aluminum, dibenzoyl peroxide, oxidizers, plastics
Azides	acids, heavy metals, oxidizers
Bromine	acetaldehyde, alcohols, alkalis, amines, combustible materials, ethylene, fluorine, hydrogen, ketones (acetone, carbonyls, etc.), metals, sulfur
Calcium oxide	acids, ethanol, fluorine, organic materials
Carbon (activated)	alkali metals, calcium hypochlorite, halogens, oxidizers
Carbon tetrachloride	benzoyl peroxide, ethylene, fluorine, metals, oxygen, plastics, silanes

Chlorates	powdered metals, sulfur, finely divided organic or combustible materials
Chromic acid	acetone, alcohols, alkalis, ammonia, bases
Chromium trioxide	benzene, combustible materials, hydrocarbons, metals, organic materials, phosphorous, plastics
Chlorine	alcohol's, ammonia, benzene, combustible materials, flammable compounds (hydrazine), hydrocarbons (acetylene, ethylene, etc.), hydrogen peroxide, iodine, metals, nitrogen, oxygen, sodium hydroxide
Chlorine dioxide	hydrogen, mercury, organic materials, phosphorous, potassium hydroxide, sulfur
Copper	calcium, hydrocarbons, oxidizers
Cyanides	acids, alkaloids, aluminum, iodine, oxidizers, strong bases
Flammable liquids	ammonium nitrate, chromic acid, hydrogen peroxide, nitric acid, sodium peroxide, halogens
Fluorine	alcohol's, aldehydes, ammonia, combustible materials, halocarbons, halogens, hydrocarbons, ketones, metals, organic acids
Hydrocarbons (butane, propane benzene, turpentine, etc.)	acids, bases, oxidizers, plastics
Hydrofluoric acid	metals, organic materials, plastics, silica (glass), (anhydrous) sodium
Hydrogen peroxide	acetylaldehyde, acetic acid, acetone, alcohol's carboxylic acid, combustible materials, metals, nitric acid, organic compounds, phosphorous, sulfuric acid,sodium, aniline
Hydrogen sulfide	acetylaldehyde, metals, oxidizers, sodium
Hydroperoxide	reducing agents
Hypochlorites	acids, activated carbon
Iodine	acetylaldehyde, acetylene, ammonia, metals, sodium
Mercury	acetylene, aluminum, amines, ammonia, calcium, fulminic acid, lithium, oxidizers, sodium
Nitrates	acids, nitrites, metals, sulfur, sulfuric acid

Nitric acid	acetic acid, acetonitrile, alcohol's, amines, (concentrated) ammonia, aniline, bases, benzene, cumene, formic acid, ketones, metals, organic materials, plastics, sodium, toluene
Oxalic acid	oxidizers, silver, sodium chlorite
Oxygen	acetaldehyde, secondary alcohol's, alkalis and alkalines, ammonia, carbon monoxide, combustible materials, ethers, flammable materials, hydrocarbons,metals, phosphorous, polymers
Perchloric acid	acetic acid, alcohols, aniline, combustible materials, dehydrating agents, ethyl benzene, hydriotic acid, hydrochloric acid, iodides, ketones, organic material, oxidizers, pyridine
Peroxides, organic	acids (organic or mineral)
Phosphorus (white)	oxygen (pure and in air), alkalis
Potassium	acetylene, acids, alcohols, halogens, hydrazine, mercury, oxidizers, selenium, sulfur
Potassium chlorate	acids, ammonia, combustible materials, fluorine, hydrocarbons, metals, organic materials, sugars
Potassium perchlorate (also see chlorates)	alcohols, combustible materials, fluorine, hydrazine, metals, organic matter, reducing Reducing agents, sulfuric acid
Potassium permanganate	benzaldehyde, ethylene glycol, glycerol, sulfuric acid
Silver	acetylene, ammonia, oxidizers, ozonides, peroxyformic acid
Sodium	acids, hydrazine, metals, oxidizers, water
Sodium nitrate	acetic anhydride, acids, metals, organic matter, peroxyformic acid, reducing agents
Sodium peroxide	acetic acid, benzene, hydrogen sulfide metals, oxidizers, peroxyformic acid, phosphorous, reducers, sugars, water
Sulfides	acids
Sulfuric acid	potassium chlorates, potassium perchlorate, potassium permanganate

Appendix E:

Flinn Compatible Chemical Family Storage Recommendations

Appendix E: Flinn Compatible Chemical Family Storage Recommendations

Below you will find codes for both Organic and Inorganic compatible family groups to assist in creating a storage system that will properly segregate chemicals in the storeroom/stockroom science laboratories.

Organic Compatible Family	Inorganic Compatible Family

O1 – Acids, Amino Acids, Anhydrides, Peracids	I1 – Metals, Hydrides
O2 – Alcohols, Glycols, Sugars, Amines, Amides, Imines, Imides	I2 – Acetates, Halides, Iodides, Sulfates, Sulfites, Thiosulfates, Phosphates, Halogens
O3 – Hydrocarbons, Esters, Aldehydes, Oils	I3 – Amides, Nitrates (except Ammonium Nitrate), Nitrites, Azides
O4 – Ethers, Ketones, Ketenes, Halogenated Hydrocarbons, Ethylenene Oxide	I4 – Hydroxides, Oxides, Silicates, Carbonates, Carbon
O5 – Epoxy Compounds, Isocyanates	I5 – Sulfides, Selenides, Phosphides, Carbides, Nitrides
O6 – Peroxides, Hydroperoxides, Azides	I6 – Chlorates, Bromates, Iodates, Chlorites, Hypochlorites, Perchlorates, Perchloric Acid, Peroxides, Hydrogen Peroxide
O7 – Sulfides, Polysulfides, Sulfoxides, Nitriles	I7 – Arsenates, Cyanides, Cyanates
O8 – Phenols, Cresols	I8 – Borates, Chromates, Manganates, Permanganates
O9 – Dyes, Stains, Indicators	I9 – Acids (except Nitric. Nitric acid is isolated and stored by itself)
OM - Miscellaneous	I10 – Sulfur, Phosphorus, Arsenic, Phosphorous Pentoxide
	IM - Miscellaneous

Suggested Shelf Storage Pattern - Inorganic

INORGANIC #10
Sulfur, Phosphorus, Arsenic, Phosphorus Pentoxide

INORGANIC #2
Halides, Sulfates, Sulfites, Thiosulfates, Phosphates, Halogens, Acetates, Oxalates, Phthalates, Oleates

INORGANIC #3
Amides, Nitrates (not Ammonium Nitrate), Nitrites, Azides
(Store Ammonium Nitrate away from all other substances—*ISOLATE IT!*)

INORGANIC #1
Metals & Hydrides
(Store away from any water.)
(Store flammable solids in flammables cabinet.)

INORGANIC #4
Hydroxides, Oxides, Silicates, Carbonates, Carbon

If possible avoid using the floor.

INORGANIC #7
Arsenates, Cyanides, Cyanates
(Store away from any water.)

INORGANIC #5
Sulfides, Selenides, Phosphides, Carbides, Nitrides

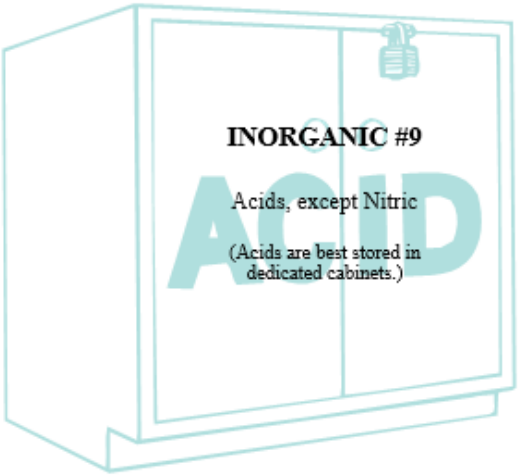
INORGANIC #8
Borates, Chromates, Manganates, Permanganates, Molybdates, Vanadates

INORGANIC #6
Chlorates, Bromates, Iodates, Chlorites, Hypochlorites, Perchlorates, Perchloric Acid, Peroxides, Hydrogen Peroxide

MISCELLANEOUS

Storage Suggestions

1. Avoid storing chemicals on the floor (even temporarily).
2. No top shelf chemical storage.
3. No chemicals stored above eye level.
4. Shelf assemblies are firmly secured to walls. Avoid island shelf assemblies.
5. Provide anti-roll-off lips on all shelves.
6. Ideally, shelving assemblies would be of wood construction.
7. Avoid adjustable metal shelf supports and clips. Better to use fixed, wooden supports.
8. Store acids in a dedicated acid cabinet. Store nitric acid in the same cabinet **only** if isolated from other acids. Store both inorganic and some organic acids in the acid cabinet.
9. Store flammables in a dedicated flammables cabinet.
10. Store severe poisons in a dedicated poisons cabinet.



Store nitric acid away from other acids unless your acid cabinet provides a separate compartment for nitric acid.

Suggested Shelf Storage Pattern - Organic

ORGANIC #2
Alcohols, Glycols, Sugars, Amines, Amides, Imines, Imides
(Store flammables in a dedicated cabinet.)

ORGANIC #3
Hydrocarbons, Oils, Esters, Aldehydes
(Store flammables in a dedicated cabinet.)

ORGANIC #4
Ethers, Ketones, Ketenes, Halogenated Hydrocarbons, Ethylene Oxide
(Store flammables in a dedicated cabinet.)

ORGANIC #5
Epoxy Compounds, Isocyanates

ORGANIC #7
Sulfides, Polysulfides, etc.

If possible avoid using the floor.

ORGANIC #8
Phenols, Cresols

ORGANIC #6
Peroxides, Azides, Hydroperoxides

ORGANIC #1
Acids, Amino Acids, Anhydrides, Peracids
(Store **certain** organic acids in acid cabinet.)

ORGANIC #9
Dyes, Stains, Indicators
(Store alcohol-based solutions in flammables cabinet.)

MISCELLANEOUS

How To

Maximize Storage Space

If shelf space is a problem, you are permitted to place more than one compatible chemical family on a shelf. Make sure you either have a physical divider or leave a 3" space between each family. This will maximize your tight shelf space while keeping each compatible chemical family separate from one another.

Appendix F:

CA Department of Industrial Regulations

§5191. Occupational Exposure to Hazardous Chemicals in Laboratories.

(a) Scope and application.

(1) This section shall apply to all employers engaged in the laboratory use of hazardous chemicals as defined below.

(2) Where this section applies, it shall supersede, for laboratories, the requirements of Title 8 of the California Code of Regulations Section 5190 and Article 110, Regulated Carcinogens of the General Industry Safety Orders, except as follows:

(A) The requirement to limit employee exposure to the specific exposure limit.

(B) When that particular regulation states otherwise, as in the case of Section 5209(c)(6).

(C) Prohibition or prevention of eye and skin contact where specified by any health regulation shall be observed.

(D) Where the action level (or in the absence of an action level, the exposure limit) is exceeded for a regulated substance with exposure monitoring and medical surveillance requirements.

(E) The “report of use” requirements of Article 110, (Section 5200 et. seq.) Regulated Carcinogens regulations.

(F) Section 5217 shall apply to anatomy, histology and pathology laboratories.

(3) This regulation shall not apply to:

(A) Uses of hazardous chemicals which do not meet the definition of laboratory use, and in such cases, the employer shall comply with the relevant regulations in Title 8, California Code of Regulations, even is such use occurs in a laboratory.

(B) Laboratory uses of hazardous chemicals which provide no potential for employee exposure. Examples of such conditions might include:

1. Procedures using chemically-impregnated test media such as Dip-and-Read tests where a reagent strip is dipped into the specimen to be tested and the results are interpreted by comparing the color reaction to a color chart supplied by the manufacturer of the test strip; and

2. Commercially prepared kits such as those used in performing pregnancy tests in which all of the reagents needed to conduct the test are contained in the kit.

(b) Definitions

Action level. A concentration designated in Title 8, California Code of Regulations for a specific substance, calculated as an eight (8)-hour time weighted average, which initiates certain required activities such as exposure monitoring and medical surveillance.

Carcinogen (see “select carcinogen”).

Chemical Hygiene Officer. An employee who is designated by the employer, and who is qualified by training or experience, to provide technical guidance in the development and implementation of the provisions of the Chemical Hygiene Plan. This definition is not intended to place limitations on the position description or job classification that the designated individual shall hold within the employer's organizational structure.

Chemical Hygiene Plan. A written program developed and implemented by the employer which sets forth procedures, equipment, personal protective equipment and work practices that

(1) are capable of protecting employees from the health hazards presented by hazardous chemicals used in that particular work place and

(2) meets the requirements of subsection 5191(e).

Chief. The Chief of the Division of Occupational Safety and Health.

Designated area. An area which may be used for work with “select carcinogens,” reproductive toxins or substances which have a high degree of acute toxicity. A designated area may be the entire laboratory, an area of a laboratory or a device such as a laboratory hood.

Emergency. Any occurrence such as, but not limited to, equipment failure, rupture of containers or failure of control equipment which results in an uncontrolled release of a hazardous chemical into the workplace.

Employee. An individual employed in a laboratory workplace who may be exposed to hazardous chemicals in the course of his or her assignments.

Hazardous chemical. Any chemical which is classified as health hazard or simple asphyxiant in accordance with the Hazard Communication Standard (Section 5194).

Health hazard. A chemical that is classified as posing one of the following hazardous effects: Acute toxicity (any route of exposure); skin corrosion or irritation; serious eye damage or eye irritation; respiratory or skin sensitization; germ cell mutagenicity; carcinogenity; reproductive toxicity; specific target organ toxicity (single or repeated exposure); aspiration hazard. The criteria for determining whether a chemical is classified as a health hazard are detailed in Appendix A of the Hazard Communication Standard (Section 5194) and Section 5194(c) (definition of “simple asphyxiant”).

Laboratory. A facility where the “laboratory use of hazardous chemicals” occurs. It is a workplace where relatively small quantities of hazardous chemicals are used on a non-production basis.

Laboratory scale. Work with substances in which the containers used for reactions, transfers, and other handling of substances are designed to be easily and safely manipulated by one person. “Laboratory scale” excludes those workplaces whose function is to produce commercial quantities of materials.

Laboratory-type hood. A device located in a laboratory, enclosed on five sides with a movable sash or fixed partial enclosure on the remaining side; constructed and maintained to draw air from the laboratory and to prevent or minimize the escape of air contaminants into the laboratory; and allows chemical manipulations to be conducted in the enclosure without insertion of any portion of the employee's body other than hands and arms.

Walk-in hoods with adjustable sashes meet the above definition provided that the sashes are adjusted during use so that the airflow and the exhaust of air contaminants are not compromised and employees do not work inside the enclosure during the release of airborne hazardous chemicals.

Laboratory use of hazardous chemicals. Handling or use of such chemicals in which all of the following conditions are met:

(1) Chemical manipulations are carried out on a “laboratory scale”;

(2) Multiple chemical procedures or chemicals are used;

(3) The procedures involved are not part of a production process, nor in any way simulate a production process; and

(4) “Protective laboratory practices and equipment” are available and in common use industry-wide to minimize the potential for employee exposure to hazardous chemicals.

Medical consultation. A consultation which takes place between an employee and a licensed physician for the purpose of determining what medical examinations or procedures, if any, are appropriate in cases where a significant exposure to a hazardous chemical may have taken place.

Mutagen. Chemicals that cause permanent changes in the amount or structure of the genetic material in a cell. Chemicals classified as mutagens in accordance with the Hazard Communication Standard (Section 5194) shall be considered mutagens for purposes of this section.

Physical hazard. A chemical that is classified as posing one of the following hazardous effects: Explosive; flammable (gases, aerosols, liquids, or solids); combustible liquid; oxidizer (liquid, solid, or gas); self-reactive; pyrophoric (gas, liquid or solid); self-heating; organic peroxide; corrosive to metal; gas under pressure; in contact with water emits flammable gas; water-reactive; or combustible dust. The criteria for determining whether a chemical is classified as a physical hazard are in Appendix B of the Hazard Communication Standard (Section 5194) and Section 5194(c) (definitions of “combustible dust,” “combustible liquid,” “water-reactive” and “pyrophoric gas”).

Protective laboratory practices and equipment. Those laboratory procedures, practices and equipment accepted by laboratory health and safety experts as effective, or that the employer can show to be effective, in minimizing the potential for employee exposure to hazardous chemicals.

Reproductive toxins. Chemicals which affect the reproductive capabilities including chromosomal damage (mutations), effects on fetuses (teratogenesis), adverse effects on sexual function and fertility in adult males and females, as well as adverse effects on the development of the offspring. Chemicals classified as reproductive toxins in accordance with the Hazard Communication Standard (Section 5194) shall be considered reproductive toxins for purposes of this section.

Select carcinogen. Any substance which meets one of the following criteria:

(1) It is regulated by Cal/OSHA as a carcinogen; or

(2) It is listed under the category, “known to be carcinogens,” in the Annual Report on Carcinogens published by the National Toxicology Program (NTP) (1985 edition); or

(3) It is listed under Group 1 (“carcinogenic to humans”) by the International Agency for Research on Cancer Monographs (IARC) (Volumes 1-48 and Supplements 1-8); or

(4) It is listed in either Group 2A or 2B by IARC or under the category, “reasonably anticipated to be carcinogens” by NTP, and causes statistically significant tumor incidence in experimental animals in accordance with any of the following criteria:

(A) After inhalation exposure of 6-7 hours per day, 5 days per week, for a significant portion of a lifetime to dosages of less than 10 mg/m3;

(B) After repeated skin application of less than 300 mg/kg of body weight per week; or

(C) After oral dosages of less than 50 mg/kg of body weight per day.

(c) Exposure limits. For laboratory uses of Cal/OSHA regulated substances, the employer shall ensure that laboratory employees' exposures to such substances do not exceed the exposure limits specified in Title 8, California Code of Regulations, Group 16, Section 5139 et seq., of the General Industry Safety Orders.

(d) Employee exposure determination

(1) Initial monitoring. The employer shall measure the employee's exposure to any substance regulated by a standard which requires monitoring if there is reason to believe that exposure levels for that substance exceed the action level (or in the absence of an action level, the exposure limit). The person supervising, directing or evaluating the monitoring shall be competent in industrial hygiene practice.

(2) Periodic monitoring. If the initial monitoring prescribed by subsection 5191(d)(1) discloses employee exposure over the action level (or in the absence of an action level, the exposure limit), the employer shall immediately comply with the exposure monitoring provisions of the relevant regulation.

(3) Termination of monitoring. Monitoring may be terminated in accordance with the relevant regulation.

(4) Employee notification of monitoring results. The employer shall, within 15 working days after the receipt of any monitoring results, notify the employee of these results in writing either individually or by posting results in an appropriate location that is accessible to employees.

(e) Chemical hygiene plan.

(1) Where hazardous chemicals as defined by this regulation are used in the workplace, the employer shall develop and carry out the provisions of a written Chemical Hygiene Plan which is:

(A) Capable of protecting employees from health hazards associated with hazardous chemicals in that laboratory and

(B) Capable of keeping exposures below the limits specified in subsection 5191(c).

(2) The Chemical Hygiene Plan shall be readily available to employees. employee representatives and, upon request, to the Chief.

(3) The Chemical Hygiene Plan shall include each of the following elements and shall indicate specific measures that the employer will take to ensure laboratory employee protection;

(A) Standard operating procedures relevant to safety and health considerations to be followed when laboratory work involves the use of hazardous chemicals:

(B) Criteria that the employer will use to determine and implement control measures to reduce employee exposure to hazardous chemicals including engineering controls, the use of personal protective equipment and hygiene practices; particular attention shall be given to the selection of control measures for chemicals that are known to be extremely hazardous;

(C) A requirement that fume hoods comply with Section 5154.1, that all protective equipment shall function properly and that specific measures shall be taken to ensure proper and adequate performance of such equipment;

(D) Provisions for employee information and training as prescribed in subsection 5191(f);

(E) The circumstances under which a particular laboratory operation, procedure or activity shall require prior approval from the employer or the employer's designee before implementation;

(F) Provisions for medical consultation and medical examinations in accordance with subsection 5191(g);

(G) Designation of personnel responsible for implementation of the Chemical Hygiene Plan including the assignment of a Chemical Hygiene officer and, if appropriate, establishment of a Chemical Hygiene Committee; and

(H) Provisions for additional employee protection for work with particularly hazardous substances. These include “select carcinogens,” reproductive toxins and substances which have a high degree of acute toxicity. Specific consideration shall be given to the following provisions which shall be included where appropriate;

1. Establishment of a designated area;

2. Use of containment devices such as fume hoods or glove boxes;

3. Procedures for safe removal of contaminated waste; and

4. Decontamination procedures.

(4) The employer shall review and evaluate the effectiveness of the Chemical Hygiene Plan at least annually and update it as necessary.

Note: Appendix A of this section is non-mandatory but provides guidance to assist employers in the development of the Chemical Hygiene Plan.

(f) Employee information and training.

(1) The employer shall provide employees with information and training to ensure that they are apprised of the hazards of chemicals present in their work area. Information and training may relate to an entire class of hazardous substances to the extent appropriate.

(2) Such information shall be provided at the time of an employee's initial assignment to a work area where hazardous chemicals are present and prior to assignments involving new exposure situations. The frequency of refresher information and training shall be determined by the employer.

(3) Information. Employees shall be informed of:

(A) The contents of this regulation and its appendices which shall be available to employees;

(B) The location and availability of the employer's Chemical Hygiene Plan;

(C) The exposure limits for Cal/OSHA regulated substances or recommended exposure limits for other hazardous chemicals where there is no applicable Cal/OSHA regulation;

(D) Signs and symptoms associated with exposures to hazardous chemicals used in the laboratory; and

(E) The location and availability of known reference material on the hazards, safe handling, storage and disposal of hazardous chemicals found in the laboratory including, but not limited to, Safety Data Sheets received from the chemical supplier.

(4) Training.

(A) Employee training shall include;

1. Methods and observations that may be used to detect the presence or release of a hazardous chemical (such as monitoring conducted by the employer, continuous monitoring devices, visual appearance or odor of hazardous chemicals when being released, etc.);

2. The physical and health hazards of chemicals in the work area; and

3. The measures employees can take to protect themselves from these hazards, including specific procedures the employer has implemented to protect employees from exposure to hazardous chemicals, such as appropriate work practices, emergency procedures, and personal protective equipment to be used.

(B) The employee shall be trained on the applicable details of the employer's written Chemical Hygiene Plan.

(g) Medical consultation and medical examinations.

(1) The employer shall provide all employees who work with hazardous chemicals an opportunity to receive medical attention, including any follow-up examinations which the examining physician determines to be necessary, under the following circumstances;

(A) Whenever an employee develops signs or symptoms associated with a hazardous chemical to which the employee may have been exposed in the laboratory, the employee shall be provided an opportunity to receive an appropriate medical examination.

(B) Where exposure monitoring reveals an exposure level above the action level (or in the absence of an action level, the exposure limit) for a Cal/OSHA regulated substance for which there are exposure

monitoring and medical surveillance requirements, medical surveillance shall be established for the affected employee as prescribed by the particular standard.

(C) Whenever an event takes place in the work area such as a spill, leak, explosion or other occurrence resulting in the likelihood of a hazardous exposure, the affected employee shall be provided an opportunity for a medical consultation. Such consultation shall be for the purpose of determining the need for a medical examination.

(2) All medical examinations and consultations shall be performed by or under the direct supervision of a licensed physician and shall be provided without cost to the employee, without loss of pay and at a reasonable time and place.

(3) Information provided to the physician. The employer shall provide the following information to the physician;

(A) The identity of the hazardous chemical(s) to which the employee may have been exposed;

(B) A description of the conditions under which the exposure occurred including quantitative exposure data, if available; and

(C) A description of the signs and symptoms of exposure that the employee is experiencing, if any.

(4) Physician's written opinion.

(A) For examination or consultation required under this standard, the employer shall obtain a written opinion from the examining physician which shall include the following;

1. Any recommendation for further medical follow-up;

2. The results of the medical examination and any associated tests, if requested by the employee;

3. Any medical condition which may be revealed in the course of the examination which may place the employee at increased risk as a result of exposure to a hazardous chemical found in the workplace; and

4. A statement that the employee has been informed by the physician of the results of the consultation or medical examination and any medical condition that may require further examination or treatment.

(B) The written opinion shall not reveal specific findings of diagnoses unrelated to occupational exposure.

(h) Hazard identification.

(1) With respect to labels and safety data sheets;

(A) Employers shall ensure that labels on incoming containers of hazardous chemicals are not removed or defaced.

(B) Employers shall maintain in the workplace any safety data sheets that are received with incoming shipments of hazardous chemicals, and ensure that they are readily accessible to laboratory employees during each work shift when they are in their work area(s).

(2) The following provisions shall apply to chemical substances developed in the laboratory;

(A) If the composition of the chemical substance which is produced exclusively for the laboratory's use is known, the employer shall determine if it is a hazardous chemical as defined in subsection 5191(b). If the chemical is determined to be hazardous, the employer shall provide appropriate training as required under subsection 5191(f).

(B) If the chemical produced is a byproduct whose composition is not known, the employer shall assume that the substance is hazardous and shall implement subsection 5191(e).

(C) If the chemical substance is produced for commercial purposes by another user outside of the laboratory, the employer shall comply with the Hazard Communication Standard (Section 5194) including the requirements for preparation of safety data sheets and labeling.

(i) Use of respirators.

Where the use of respirators is necessary to maintain exposure below permissible exposure limits, the employer shall provide, at no cost to the employee, the proper respiratory equipment. Respirators shall be selected and used in accordance with the requirements of Section 5144.

(j) Recordkeeping.

(1) The employer shall establish and maintain for each employee an accurate record of any measurements taken to monitor employee exposures and any medical consultation and examinations including tests or written opinions required by this regulation.

(2) The employer shall ensure that such records are kept, transferred, and made available in accordance with Section 3204.

(k) Dates

(1) Employers shall have developed and implemented a written Chemical Hygiene Plan no later than October 31, 1991.

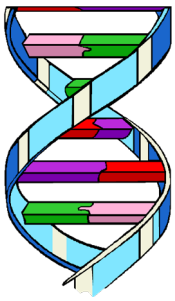
(2) Subsection (a) (2) shall not take effect until the employer has developed and implemented a written Chemical Hygiene Plan.

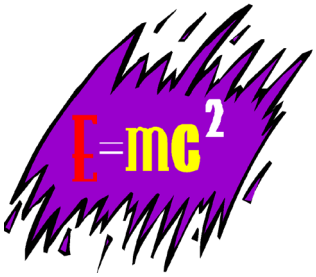
(*l*) Appendices. The information contained in the appendices is not intended, by itself, to create any additional obligations not otherwise imposed or to detract from any existing obligation.

Note: Authority cited: Sections 142.3 and 9020, Labor Code. Reference: Sections 142.3, 9004(d), 9009 and 9020, Labor Code.

Chemical Hygiene Plan

Opportunities for Learning





Developed under the guidance of the
School's Science Department Coordinators

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Introduction

The protection of the safety and health of its employees, students and environment is a high priority of Opportunities for Learning (hereafter, “the School”). On March 25, 1991, the California Occupational Safety and Health Administration (Cal-OSHA) promulgated a rule for occupational exposure to hazardous chemicals in laboratories. This rule is designed to help protect laboratory workers from the hazards of the chemicals used.

Included in the standard is a requirement that all employers covered by the standard develop a Chemical Hygiene Plan (**CHP**). A **CHP** is a written manual that provides information necessary to communicate the elements of the Chemical Hygiene Plan. The manual has been developed and implemented as required under the California Code of Regulations Title 8, Section 5191.

All employees of the School are governed by the procedures outlined in this manual, unless otherwise stipulated by a specific policy or written statement. The Chemical Hygiene Plan outlines the standard work practices, equipment, personal protection equipment, and rules which are capable of protecting employees from health and physical hazards presented by hazardous chemicals used in the laboratory environment.

The safe conduct of laboratory work and potentially hazard conditions is dependent upon our School’s commitment to protect employee health and the environment and on the motivation and good judgment the employee exercises.

Responsibility

The School establishes responsibility for the implementation of the Chemical Hygiene Plan (**CHP**).

All *Science Teachers* are responsible for the interpretation and knowledge of policies described in this plan. The Professional Development Supervisor of Science (**PDSS**) in conjunction with the Administrative Team of Directors of Instruction and Director of Charter Relations oversees the implementation and monitoring of this plan. The **PDSS** shall provide technical assistance with administration of this CHP when needed.

The Chemical Hygiene Officer (CHO), or Science Teacher (Safety Emergency Liaison in the absence of a science teacher) at each school site shall be the person(s) with overall responsibility for the implementation of this program. The Chemical Hygiene Plan is available for review to all employees who work in laboratory areas. Copies of this program are located in the offices and laboratories of the Science Department, Site Administration, or other locations as necessary.

The Administrative Team, in conjunction with ~~the~~ all ~~*s*~~*S*~~*t*~~*cience* ~~*t*~~*T*~~*eachers*~~, shall be responsible for ensuring that all classroom personnel understand and follow the health and safety rules and procedures established by this plan.

All employees shall remain vigilant to unsafe work practices and conditions in the laboratories, storage areas, other workspaces, and immediately report such utilizing the Employee Safety Suggestion or Report of Hazard Form. The Administrative Team, in conjunction with all science teachers, are responsible for reviewing such reports and initiating procedures to correct unsafe practices or conditions. as well as updating the CHP with local compliance with health and safety protocols such as personal protective equipment (e.g., face coverings) and social distancing.

At least annually, the staff of the Science Department and PDSS shall inspect the laboratories and chemical storage areas to ensure that they are being used in a safe manner. Additionally, an inventory of chemicals in each laboratory storage workroom should be compiled on an annual basis.

While students are not covered under the provisions of the CAL OSHA Standard, students should be made aware of chemical health and safety hazards in classroom situations and should be provided with information and equipment to protect themselves from those hazards. Students should be provided with training at the beginning of each course in which hazardous chemicals are used.

Scope and Application

This document serves as the written guide for the School's compliance to the Chemical Hygiene Plan requirements contained herein. All high schools, including adult & continuation high schools within the School engaged in laboratory use as defined by this document of hazardous chemicals shall comply with this document.

The primary objective of this document is to provide a general guide for handling hazardous chemicals in laboratories. The Chemical Hygiene Plan establishes the basic safety principles for laboratory procedures, equipment and work practices that are capable of protecting employees from physical and health hazards of hazardous chemicals in laboratories.

This document is intended only to highlight those safety measures necessary for achieving a safe and healthy work environment. This Chemical Hygiene Plan does not, however, apply to:

1. Work involving chemicals that do not meet the conditions of the definition of laboratory use of hazardous chemicals. In such cases, the employer shall comply with all relevant regulations and specific substance standards even if such use occurs in a laboratory type setting.
2. Work involving the laboratory use of hazardous chemicals that does not have the potential for employee exposure.

Definitions ~~– CCR Title 8, Section 5191~~

See Appendix F: CA Department of Industrial Regulations (8 CCR §5191) for more definitions.

Action level - A concentration designated in Title 8, CCR for a specific substance, calculated as an 8-hour time weighted average, which initiates certain required activities such as exposure monitoring and medical surveillance.

Designated area - An area which ~~that~~ may be used for work with "particularly hazardous substances". A designated area may be the entire laboratory, an area of a laboratory, or a device such as a laboratory fume hood.

Professional Development Supervisor of Science (PDSS) - The individual responsible for overseeing the implementation and monitoring of this plan as well as provide technical assistance with administration of the CHP when needed.

Hazardous chemical - Any chemical ~~for~~ which ~~there~~ is classified as a health hazard or simple asphyxiant in accordance with the Hazard Communication Standard (8 CCR §5194).~~statistically significant evidence, based on at least one study conducted in accordance with established scientific principles, that acute or chronic health effects may occur in exposed personnel.~~

Laboratory - A facility where the "laboratory use of hazardous chemicals" occurs. It is a workplace where relatively small quantities of hazardous chemicals are used on a non-production basis~~, and can include greenhouses~~.

Laboratory use of hazardous chemicals - Handling or use of such chemicals in which all of the following conditions are met:

- Chemical manipulations are carried out on a "laboratory scale";
- Multiple chemical procedures or chemicals are used;
- The procedures involved are not part of a production process, nor in any way simulate a production process; and
- "Protective laboratory practices and equipment" are available and in common use industry-wide to minimize the potential for employee [and student] exposure to hazardous chemicals.

Laboratory scale - Work with substances in which the containers used for reactions, transfers, and other handling of substances are designed to be easily and safely manipulated by one person. "Laboratory scale" excludes those workplaces whose function is to produce commercial quantities of materials.

Science Teacher - An individual that has authority and responsibility for the students and procedures conducted in an individual laboratory environment.

SDS - Safety Data Sheet

Particularly hazardous substances - These include "select carcinogens", "reproductive toxins", and "substances with a high degree of acute toxicity".

Permissible exposure level (PEL) - The maximum permitted 8-hour time-weighted average concentration of an airborne contaminant.

Physical hazard - A chemical that is classified as posing one of the following hazardous effects: Explosive; flammable (gases, aerosols, liquids, or solids); combustible liquid; oxidizer (liquid, solid, or gas); self-reactive; pyrophoric (gas, liquid, or solid); self-heating; organic peroxide; corrosive to metal; gas under pressure; in contact with water emits flammable gas; water-reactive; or combustible dust. ~~substance for which there is scientifically valid evidence that it is a~~

~~combustible liquid, a compressed gas, explosive, flammable, an organic peroxide, an oxidizer, pyrophoric, unstable (reactive), or water-reactive.~~

Protective laboratory practices and equipment - Those laboratory procedures, practices and equipment accepted by laboratory health and safety experts as effective, or that the employer can show to be effective, in minimizing the potential for employee exposure to hazardous chemicals.

~~**Regulated carcinogen** - Any of the following substances or any substance containing any of the following substances:~~

- ~~2-Acetylaminofluorene; Acrylonitrile; 4-Aminodiphenyl; Asbestos; Benzene; Benzidine (and its salts); bis-Chloromethyl ether; Beta-Propiolactone 1,2-Dibromo-3-Chloropropane (DBCP), BIS Chloromethyl 4-Nitrobipheny1; Cadmium N-Nitrosodimethylam INE; Dibromochloropropane (DBCP); 3,3'-Dichlorobenzidine (and its salts) 4-Dimethylaminoazobenzene; Ethylene dibromide; Ethyleneimine; Ethylene Oxide; Formaldehyde/Formalin; Inorganic Arsenic; Methyl Chloromethyl ether; 4,4'-Methylene bis(2-chloroaniline); alpha-Naphthylamine; beta-Naphthylamine; 4-Nitrobiphenyl; N-Nitrosodimethylamine; beta-Propiolactone; Coke Oven Emissions Vinyl Chloride.~~

Reproductive toxins - Chemicals which ~~that~~ affect the reproductive capabilities including chromosomal damage (mutations), ~~and~~ effects on fetuses (teratogenesis), adverse effects on sexual function and fertility in adult males and females, as well as adverse effects on the development of the offspring.

Select carcinogen - Any substance that meets one of the following criteria:

- It is regulated by Cal/OSHA as a carcinogen; or
- It is listed under the category "known to be carcinogens", in the Annual Report on Carcinogens published by the National Toxicology Program (NTP) (1985 edition); or
- It is listed under Group 1 ("carcinogenic to humans") by the International Agency for Research on Cancer Monographs (IARC) (Volumes 1-48 and Supplements 1-8); or
- It is listed in either Group 2A or 2B by IARC or under the category, "reasonably anticipated to be carcinogens" by NTP, and causes statistically significant tumor incidence in experimental animals in accordance with any of the following criteria:
    - After inhalation exposure of 6-7 hours per day, 5 days per week, for a significant portion of a lifetime to dosages of less than 10 mg/m3;
    - After repeated skin application of less than 300 mg/kg of body weight per week; or
    - After oral dosages of less than 50 mg/kg of body weight per day.

Shall - Designates a regulatory mandate.

Should - Designates a recommendation contained in the regulations or a recommendation from a recognized industry standard.

CLASSIFICATION OF CHEMICALS

There are many ways to classify chemicals. Potential physical and health hazards associated with the use of the chemical are in two classifications. Employees should be made aware of these classifications and be knowledgeable of these hazards.

Hazard Classification

Chemicals can be further classified by the potential physical and health hazards that can be present in the laboratory. Understanding these classes can further aid in determining the safe handling, storage, and disposal techniques to employ for specific chemicals. Some chemicals may actually fall into more than one class.

Flammable and Combustible

Flammable substances are those that readily catch fire and burn in air. The vapors from a flammable liquid burn, not the liquid itself. Flammable liquids are those which have a flashpoint below 100 degrees F (37.8 degrees C) and a vapor pressure that does not exceed 40 pounds per square inch (psi) at 100 degrees F. Refer to NFPA Classification of Flammable and Combustible Liquids for Storage Purposes, NFPA 321, for the division of flammable and combustible liquids into several classes.

In addition to liquids, the Department of Transportation (DOT) also classifies flammable substances as solids and gases. Examples of flammable gases are acetylene, ethylene oxide, and hydrogen. Flammable solids are those that are capable of producing fires as a result of friction or heat retained from production or that, if ignited, produce a serious transportation hazard.

A combustible liquid is one that has a flash point at or above 100 degrees F (37.8 degrees C). Organic acids are combustible materials, with many being liquids.

1) Explosives

Explosive gases and solids are also part of the flammable and combustible group. Light, mechanical shock, heat and certain catalysts can act as initiators of explosive reactions. One example of an explosive mixture is a suspension of oxidizable particles, such as magnesium powder or zinc dust, in air.
There are 3 types of fast chemical decompositions that belong in this group: deflagrations, explosions, and detonations.

- A **deflagration** is a soft explosion when pressures are relatively low.
- An **explosion** involves pressures of several atmospheres.
- A **detonation** is a severe form of explosion when pressures are much higher and are spread at a high rate, i.e., as much as several miles per second.

A compound is more likely to be explosive if its heat of formation is smaller by more than 100 calories per gram than the sum of the heats of formation of its products. Explosives include nitrates, chlorates, perchlorates, and picrates.

2) Pyrophorics

Pyrophoric chemicals are those substances that react so rapidly with air and its moisture that the ensuing oxidation and/or hydrolysis lead to ignition. Ignition

may be instantaneous, delayed, or occur only if the material is finely divided or spread in a diffuse layer. Some examples are:

a. Finely divided metals, such as calcium, magnesium, and zirconium
b. Metal or non-metal hydrides, such as germane and diborane.
c. Partially or fully alkylated derivatives of metal or non-metal hydrides, such as diethylaluminum hydride and trimethyphosphine.
d. Alkylated metal alkoxides or non-metal halides, such as diethylethoxyaluminum and dichloromethylsilane.
e. Carbonyl metals, such as pentacarbonyl iron and octacarbonyl dicobalt.
f. Used hydrogenation catalysts, which are especially hazardous due to the hydrogen present.

Spontaneous (instantaneous) ignition or combustion occurs when a substance reaches its ignition temperature without the application of external heat. Substances capable of spontaneous combustion include alkali metals such as sodium and potassium, finely divided pyrophoric metals, and phosphorus.

3) Water-Reactive Substances

Water-sensitive compounds react exothermically and violently with water, particularly if it is present in limited quantities, since no significant cooling effect will occur. The following are examples of water-reactive substances:

a. Alkali and alkaline earth metals, such as potassium and calcium;
b. Anhydrous metal halides, such as aluminum bromide and germanium chloride;
c. Non-metal halides, such as boron tribromide and phosphorus pentachloride;
d. Anhydrous metal oxides, such as calcium oxide and cesium trioxide;
e. Non-metal oxide, such as sulfur trioxide and hot boron trioxide; and
f. Non-metal halide oxides, such as phosphoryl chloride, sulfonyl chloride, and chlorosulfonic acid.

4) Peroxidizable Substances

Peroxidizable substances slowly react under ambient conditions with atmospheric oxygen to initially form peroxides. The shelf life varies among the various compounds in this group.

5) Corrosives

Corrosives include strong acids, strong bases, dehydrating agents, and oxidizing agents. These chemicals erode the skin and respiratory epithelium, damage the eye and cause severe bronchial irritation.

- **Strong Acids**
  All concentrated acids can damage the skin and eyes. Nitric, chromic, and hydrofluoric acids are particularly damaging because of the types of chemical burns they inflict.
- **Strong Bases**
  Common bases include sodium hydroxide, potassium hydroxide and ammonia. Metal hydroxides are extremely damaging to the eyes. Ammonia acts as a bronchial irritant.
- **Dehydrating Agents**

Strong dehydrating agents include concentrated sulfuric acid, sodium hydroxide, phosphorus pentoxide, and calcium oxide. These substances can cause severe burns on contact with the skin because of their affinity for water.

- **Oxidizers**
  The NFPA Standard 1;27, Hazardous Materials and Chemicals, defines oxidizers as any material that readily yields oxygen or other oxidizing gas, or that readily reacts to promote or initiate combustion of combustible materials. The four class definitions of oxidizers are provided in NFPA Classification of Oxidizers for Storage Purposes, NFPA 1, as well as examples of other oxidizers.

CHEMICAL LABELING

New Chemical Containers

When a ***new*** chemical is received, the label on the hazardous material should be checked against the information provided in the SDS for consistency. In general, labels should contain information about the;

- Identity of the material
- Appropriate hazard warnings
- The name and address of the chemical manufacturer, importer or other responsible party.

OSHA has published standards for certain materials, including requirements for specific wording on labels. These substances are covered in 29 CFR 1910, and it should be consulted for the actual text of the required wording and for any other requirements. The American National Standards Institute (ANSI) has published a voluntary labeling standard, ANSI Z129.1-1982, which includes the following items:

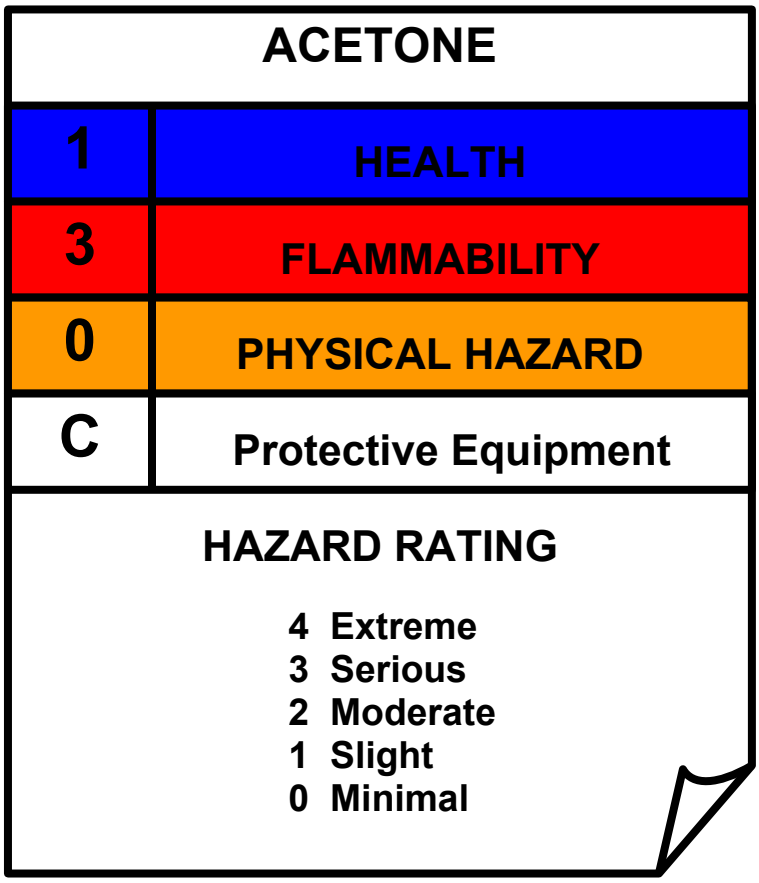
1. The identity of the product or its hazardous components;
2. Signal words, such as ***CAUTION***, ***WARNING***, or ***DANGER***;
3. A statement of actual hazards present;
4. Precautionary measures to prevent physical harm, such as the wearing of rubber gloves, goggles, or respirators;
5. Instructions in the case of contact or exposure, such as “wash with cold water” or “do not induce vomiting”;
6. Antidotes in case of poisoning;
7. Notes to physicians on recommended emergency treatment;
8. Instructions in case of fire, spill, or leak, such as type of fire extinguisher; and
9. Instructions for container storage and handling, such as “keep away from fire” or “store in a cool, dry place”.

Prepared and/or Secondary Chemicals

Any container into which materials are transferred for in-house use, other than for immediate use by the employee filling the container, should be labeled consistent with the label on the original container.

Labels for all hazardous substances should be checked monthly to ensure that labels are not defaced, and are intact and accurate. Immediate use is defined as the time during the employee’s work shift for a given day.

Example of Secondary Label



Letter codes for PPE

Symbol	Personal Protective Equipment (PPE) Required
A	Safety Glasses
B	Safety Glasses Gloves
C	Safety Glasses Gloves Apron
D	Face Shield Gloves Apron
E	Safety Glasses Gloves Dust Respirator
F	Safety Glasses Gloves Apron Dust Respirator
G	Safety Glasses Gloves Vapor Respirator
H	Splash Goggles Gloves Apron Vapor Respirator
I	Safety Glasses Gloves Dust and Vapor Respirator
J	Splash Goggles Gloves Apron Dust and Vapor Respirator
K	Air Line Hood or Mask Gloves Full Suit Boots
X	Ask supervisor or safety specialist for handling instructions.

NFPA 704 Hazard Identification ratings system

National Fire Protection Association 704, Standard for the Identification of Fire Hazards of Materials, is one of the most widely used marking systems. Although there is no ~~University~~ School requirement that labeling must comply with this system, it is helpful to be familiar with these labels as they are so pervasive. Be prepared to recognize these markings on containers received from vendors.

The system was originally devised for the industry to use on such facilities as storage tanks or buildings so that firefighters could assess the hazard from a safe distance and better evaluate what firefighting techniques to employ. The system can also be useful in situations other than fires when used on **container labels** or **Chemical Storage Room** doors so that a person working in the room or area can quickly determine the degree of hazard of a particular chemical.

The system does not provide any detailed hazard information and does not supersede the need for posting the other required information (such as the name of the chemical and the name of the manufacturer) on a portable container label.

The diamond-shaped label shown in the following information identifies three categories of hazards in three squares of different colors. The **BLUE** square at the left indicates **HEALTH** hazard, the **RED** square at the top indicates **FLAMMABILITY**, and the **YELLOW** square at the right indicates **REACTIVITY**. Any special hazard, such as unusual reactivity with water, is indicated in a white square at the bottom of the diamond.

The degree of severity under fire conditions is indicated numerically by five divisions ranging from 0 to 4, with 0 indicating no hazard and 4 indicating severe hazard.

Health Hazard	
4	Very short exposure could cause death or serious residual injury even though prompt medical attention was given.
3	Short exposure could cause serious temporary or residual injury even though prompt medical attention was given.
2	Intense or continued exposure could cause temporary incapacitation or possible residual injury unless prompt medical attention is given.
1	Exposure could cause irritation but only minor residual injury even if no treatment is given.
0	Exposure under fire conditions would offer no hazard beyond that of ordinary combustible materials.

Flammability	
4	Will rapidly or completely vaporize at normal pressure and temperature, or is readily dispersed in air and will burn readily.
3	Liquids and solids that can be ignited under almost all ambient conditions.
2	Must be moderately heated or exposed to relatively high temperature before ignition can occur.
1	Must be preheated before ignition can occur.
0	Materials that will not burn.

Reactivity	
4	Readily capable of detonation or of explosive decomposition or reaction at normal temperatures and pressures.
3	Capable of detonation or explosive reaction, but requires a strong initiating source or must be heated under confinement before initiation, or reacts explosively with water.
2	Normally unstable and readily undergo violent decomposition but do not detonate. Also: may react violently with water or may form potentially explosive mixtures with water.
1	Normally stable, but can become unstable at elevated temperatures and pressures or may react with water with some release of energy, but not violently.
0	Normally stable, even under fire exposure conditions, and are not reactive with water.

Special Hazards

This section is used to denote special hazards. One of the most common is unusual reactivity with water. The letter **W** with a horizontal line through it (as shown on the left) indicates a potential hazard using water to fight a fire involving this material.

OX	This denotes an oxidizer, a chemical that can greatly increase the rate of combustion/fire.
ACID	This indicates that the material is an acid, a corrosive material that has a pH lower than 7.0
ALK	This denotes an alkaline material, also called a base. These caustic materials have a pH greater than 7.0
COR	This denotes a material that is corrosive (it could be either an acid or a base).
	This is a another symbol used for corrosive.
	The skull and crossbones are used to denote a poison or highly toxic material.
	The international symbol for radioactivity. radioactive materials are extremely hazardous when inhaled.
	Indicates an explosive material. This symbol is somewhat redundant because explosives are easily recognized by their Reactivity Rating.

1.0 Chemical Hygiene Responsibilities and Program Coverage

1.1 Chemical Hygiene Responsibilities

Environmental health and safety responsibilities within the School, including chemical hygiene responsibilities, are described in the School's Illness and Injury Prevention Program (**IIPP**) and other employee policies. Duties specific to laboratory chemical use are described in this section.

A. Science Teachers

With the assistance of campus laboratory safety programs, the PDSS and School Safety Consultant, all Science Teachers have the responsibility for planning and conducting each laboratory operation in accordance with this Chemical Hygiene Plan and developing good chemical hygiene habits.

Specifically, science teachers shall:

- Determine the proper level and type of **personal protective equipment** for lab operations.
- Conduct or have conducted, an annual science stockroom/storage workroom inventory of the chemicals and hazardous materials handled and document these items in Appendix C below.
- Ensure that appropriate **training** has been provided to you.
- Maintain a current knowledge concerning the **legal requirements** of regulated substances in the laboratory. (State & federal legislation affecting science instruction can be found in Chapter 1, section D of the "Science Safety Handbook for California Public Schools")
- Review and improve (or comment on) the **Chemical Hygiene Plan** on an annual basis.
- Perform regular, formal inspections of emergency equipment (e.g. fire extinguishers, eye wash/deluge showers). The frequency of these will be set by the laboratory **CHP**, based on the professional judgment of the PDSS.

B. Professional Development Supervisor of Science

The Professional Development Supervisor of Science (**PDSS**) shall implement and monitor the effectiveness of this plan through the monitoring and administration described within this plan. The PDSS shall make available the services necessary to ensure the chemical health and safety of the School. These services provide general assistance in meeting regulatory compliance and safety concerns. They shall be supplemented by laboratory-specific safety programs in order to comply with all applicable safety, health, and environmental regulations.

1.2. Scope and Application of this Plan

This standard applies where **"laboratory use"** of hazardous chemicals occurs. Laboratory use of hazardous chemicals is defined as the handling or use of such chemicals in which all of the following conditions are met:

- The handling or use of chemicals involves containers, which can easily and safely be **manipulated by one person.**
- **Multiple chemical** procedures or chemical substances are used.
- The procedures involved are not part of a production process, not in any way simulate a production process.
- Protective **laboratory practices and equipment** are available and in common use industry-wise to minimize the potential for employee exposures to hazardous chemicals.

At a minimum, this definition covers **employees (including student aides)** who use chemicals in teaching for instruction within the School. Certain non-traditional laboratory settings may be included under this standard at the option of individual departments within the School. **Laboratory students**, while not legally covered under this standard, will be given training commensurate with the level of hazard associated with their laboratory activity.

1.3. Coordination With Other Standards and Guidelines

Although this standard deals only with the use of hazardous chemicals, employees may also encounter potential physical, biological, or otherwise threatening hazards in the laboratory. In the event that there is a conflict between provisions of various standards, the PDSS should be contacted to assist in resolving the discrepancy.

2.0 Employee Information and Training

2.1 Information

Science Teachers shall have access to information on the hazards of chemicals and procedures for working safely. The **PDSS and administrative team** shall ensure that Science Teachers are informed about and have access to the following information sources:

- The contents of the Cal-OSHA lab standard, **Occupational Exposure to Hazardous Chemicals in Laboratories**, and its appendices (California Title 8, §5191 – Appendix F~~G~~).
- The School's **Chemical Hygiene Plan** (this document) and laboratory standard operating procedures.
- The **Permissible Exposure Limits** (PEL) for Cal-OSHA regulated substances.
- **Safety Data Sheets** (SDS) for laboratory chemicals. These are available from the Professional Development Supervisor of Science and shall also be located in the individual laboratories. Instructors that receive SDS' directly with chemical shipments will make such information available to all instructors using, handling or storing the chemicals. These SDS's will be inserted into binders for accessibility by all instructors.

2.2 Training

The **PDSS** and administrative team is responsible for ensuring that all science teachers are provided with training about the hazards of chemicals present in their laboratory work area, and methods to control exposure to such chemicals. Each instructor shall receive documented training at the time of initial assignment to the laboratory, prior to assignments involving new exposure situations, and refresher training provided on an annual basis.

A. Availability

Training will be made available in any one or combination of forms;

- **Literature** describing proper lab practices (see Sections 5 and 11 below in this **CHP**).
- **Video** training where appropriate and available.
- **Group and individual** training, conducted internally and by outside entities.

B. Content

Employee training programs will include, at a minimum, the following subjects:

- Methods of **detecting the presence** of hazardous chemicals (observation, signage and labeling, odor, real-time monitoring, air sampling, etc.).
- **Symptoms** associated with exposures to hazardous chemicals.
- Good **laboratory practice**, including general techniques designed to reduce personal exposure and to control physical hazards, as well as specific protective mechanisms and warning systems used in individual laboratories.

- **Emergency response** actions appropriate to individual laboratories.

- Applicable details of the departmental Chemical Hygiene Plan, including general and laboratory-specific **Standard Operating Procedures**.
- Compliance updates with local safety and health guidelines such use of specific personal protective equipment (face coverings) and social distancing protocols.

3.0 Criteria for Implementation of Control Measures

3.1 General Criteria

This Chemical Hygiene Plan is intended to **limit laboratory instructors' exposure** to Cal-OSHA-regulated substances. Laboratory instructors shall not be exposed to substances in excess of the **permissible exposure limits** (PEL) specified in Cal-OSHA Title 8, §5191 (a) or Threshold Limits Values set by the American Conference of Governmental Industrial Hygienists. PELs refer to airborne concentrations of substances and are averaged over an eight-hour day. Certain substances also have "action levels". **Action levels** are air concentrations below the PEL that nevertheless require that certain actions take place, such as medical surveillance and workplace monitoring. **However, exposures to staff and students from science laboratory activities within the School should be below these limits and action levels.**

Guidance: ***Notify the PDSS or the School Safety Consultant in the Insurance Department should you suspect that exposure concentrations exceed allowable levels.***

An employee's workplace exposure to any regulated substance shall be monitored if there is reason to believe that the exposure will exceed an action level or a PEL. If exposures to any regulated substance routinely exceed an action level or permissible exposure level, **control measures shall be implemented.**

A. Professional Judgment

The **PDSS** and Science Teachers may use **professional judgment** to assess the nature of chemical exposure resulting from a lab procedure and prescribe engineering controls and personal protective equipment to be used during the procedure.

B. Air Sampling

Air sampling for evaluating employee exposure to chemical substances shall be **conducted on an as needed basis** (to be determined by the PDSS and/or the School Safety Consultant). Conduct air sampling if there is reason to believe that exposure levels for regulated substances that require sampling routinely exceed the action level, or in the absence of an action level, the PEL.

Air sampling will be conducted according to established industrial hygiene practices. It may be conducted by a qualified **Certified Industrial Hygienist.** The results of air sampling studies performed in the laboratory work area should be sent to the Professional Development Supervisor of Science for records maintenance.

3.2 Criteria for Implementation of Specific Control Measures

Engineering controls, personal protective equipment, hygiene practices, and administrative controls each play a role in a comprehensive laboratory safety program. **Implementation of specific measures must be carried out on a case-by-case basis, using the following criteria for guidance in making decisions.**

A. When to Use Fume Hoods

The **laboratory fume hood** is designed to capture chemicals that escape from their containers or apparatus and to exhaust them from the laboratory environment before they are inhaled. Characteristics to be considered in requiring fume hood use are **physical state, volatility, toxicity, flammability, eye and skin irritation, odor, and the potential for producing aerosols**.

Although our schools do not require the use of fume hoods, they should be used if a proposed chemical procedure exhibits any one of these characteristics to a degree that:

(1) airborne concentrations might approach the **action level** (or permissible exposure limit),

(2) **flammable** vapors might approach one tenth of the lower explosion limit,

(3) materials of unknown **toxicity** are used or generated, or

(4) the **odor** produced is annoying to laboratory occupants or adjacent occupants.

Procedures that can generally be carried out safely outside the fume hood (depending on the capacity of the general ventilation system to remove any airborne contaminants) include those involving:

(1) **water-based solutions** of salts, dilute acids, bases, or other reagents,

(2) **very low volatility** liquids or solids,

(3) **closed systems** that do not allow significant escape to the laboratory environment, and

(4) **extremely small quantities** of otherwise hazardous chemicals.

The procedure itself must be evaluated for its potential to increase volatility or produce aerosols.

B. When to Use Safety Shields or Other Containment Devices

Safety shields, such as the sliding sash of a fume hood, are appropriate when working with highly concentrated acids, bases, oxidizers or reducing agents, all of which have the potential for causing sudden splashing, spattering, or even explosive release of material. Reactions carried out at non-ambient pressures (vacuum/negative pressure or positive/high pressure) also require safety shields, as do reactions that are carried out for the first time or are significantly scaled up from normal conditions.

Local exhaust ventilation may be required for equipment that exhausts toxic or irritating materials to the laboratory environment.

Ventilated chemical storage cabinets or rooms should be used when the chemicals in storage may generate toxic, flammable or irritating levels of airborne contamination. Venting of these cabinets shall be performed in accordance with the ***Authority Having Jurisdiction***.

C. When to Use Personal Protective Equipment

- **Laboratory instructors shall designate areas, activities, and tasks**, which require specific types of personal protective equipment. Protective equipment shall not be worn in public areas, in order to prevent the spread of chemical or biological contamination from laboratory areas.

- **Eye Protection:** Eye protection is required for all personnel and any visitors whose eyes may be exposed to chemical or physical hazards. Side shields on safety spectacles provide some protection against splashed chemicals or flying particles, but goggles or face shields are necessary when there is a ~~greater~~ higher than average ~~danger~~ risk of eye contact. A higher than average risk exists when working with highly **reactive chemicals, concentrated corrosives, or with vacuum or pressurized glassware systems.**

- **Protective Clothing** Lab coats or other similar clothing protectors are strongly encouraged for all laboratory personnel.

- **Lab coats are required when working with select carcinogens, reproductive toxins, substances which have a high degree of acute toxicity, strong acids and bases,** and any substance on the Cal-OSHA PEL list carrying a "skin" notation.

- **Sandals, open-toed shoes, and bare feet are not permitted in any laboratory.**

- **Gloves:** Gloves made of appropriate material are required to protect the hands and arms from thermal burns, cuts, or chemical exposure that may result in absorption through the skin or reaction on the surface of the skin.

- **Gloves should be carefully selected** using guides from the manufacturers and recommendations prescribe in the SDS' of the chemicals being handled.

- **Respiratory Protection:** Respiratory protection shall not be used as a substitute for adequate engineering controls. Availability of respiratory protection for emergency situations may be required when working with chemicals that are highly toxic and highly volatile or gaseous. If an experimental protocol requires exposure above the action level that cannot be reduced, respiratory protection will be required. All use of respiratory protective equipment is covered under **the School's Respiratory Protection Program.** Face coverings used in compliance with local health and safety guidelines to limit exposure to airborne infectious diseases (e.g., COVID-19) should not substitute appropriate respiratory equipment.

- **Personal Protective Equipment must be stored in an appropriate and sanitary manner** consistent with the manufacturer's recommendations.

4.0 Management of Engineering Controls

Engineering controls are intended to **minimize employee exposure** to chemical and physical hazards in the workplace. These controls must be maintained in **proper working order** for this goal to be achieved.

Modification of engineering controls shall not occur **unless testing** of the modification indicates that instructors' protection will continue to be adequate. **Improper function** of engineering controls must be reported to the maintenance supervisor on campus immediately. Improperly functioning systems shall be taken **out of service** until proper repairs have been completed.

4.1 Classroom Exhaust Ventilation

The following procedures shall apply to the use of classroom exhaust ventilation: Capture hoods of local exhaust ventilation systems shall be as **close as practicable** to the source of the contaminants. Classroom exhaust fans shall be **operating** when exhaust hoods are being used. **After using** classroom exhaust, the ventilation fan shall be operated for an **additional** period of time sufficient to clear residual contaminants from the ductwork. The ventilation system shall be **inspected annually** by the maintenance supervisor on campus.

4.2 Laboratory Hoods

Work practices shall follow the **requirements of California Title 8, §5154.1, Ventilation Requirements for Laboratory-Type Hood Operations**. **Ductless fume hoods** shall not be used for volatile toxic materials and should be posted as "**Not for Use with Toxic Materials**." Consult the Professional Development Supervisor of Science before using these hoods to control lab vapors.

4.3 Flammable Liquid Storage

"Fire-hazard chemicals" should be stored in approved containers as specified in 29 CFR 1910.106 (d) iii. Safety can and should be used only as recommended by the manufacturer, including the following safety practices:

- Never disable the spring-loaded closure.
- Always keep the flame-arrestor screen in place; replace if punctured or damaged.
- Cabinets designed for the storage of flammable materials should be properly used and maintained.
- Read and follow the manufacturer's information and also follow these safety practices:
- Store only compatible materials inside a cabinet.
- Do not store paper or cardboard or other combustible packaging material in a flammable liquid storage cabinet.
- Follow the manufacturer established quantity limits for various sizes of flammable-liquid storage cabinets; do not overload a cabinet.

4.4 Emergency Equipment

The ~~*Opportunities for Learning Public Charter* School~~s shall ensure that fire **extinguishers are Inspected/serviced annually** by a person certified by the State Fire Marshall.

Eyewash Fountains

Equip all laboratory classrooms with eyewash stations. These must be located so they can be reached from any point in the laboratory classroom, as specified in the latest edition of ANSI Z358.1. Emergency eyewash fountains must be in accessible locations requiring no more than 10 seconds to reach and should be within 100 feet (30.5 meters) of the hazard.

For strong acids or caustics, eyewash fountains should be directly adjacent to or within 10 feet (3 meters) of the hazard.

Check the functioning of eyewash fountains on a monthly basis. Eyewash equipment must be capable of delivering to the eyes not less than 1.5 liters per minute for 15 minutes.

Be sure that access to eyewash fountains is not restricted or blocked by temporary storage of objects or in any other way.

5.0 Standard Operating Procedures for Laboratory Chemicals

Standard Operating Procedures (**SOPs**) are **generally accepted and best practices** for use of chemicals in particular situations. These SOPs may be overridden under special circumstances when appropriate. The reasons for such modifications, if any, shall be documented by the **PDSS**. When SOPs are not available for a specific lab situation, the **PDSS** in conjunction with the School Safety Consultant will develop them, in consultation with the references cited below and the Professional Development Supervisor of Science.

5.1 General Principles

Chemical Procurement

It is the responsibility of the Principal in coordination with School Purchasing personnel to establish guidelines for the procurement of chemicals. All employees involved in the receiving of chemicals should be informed about proper handling, storage, and disposal procedures. All chemicals should be dated upon receipt.

Chemicals should not be accepted without accompanying labels, Safety Data Sheets, and proper packaging. Damaged or leaking containers should not be accepted. Employees should be informed about the proper handling of new chemicals that are known or suspected as hazardous; particularly those that are known, or suspected carcinogens, or those with special storage or handling requirements.

General Procedures

The following set of general principles should be adhered to by all laboratory instructors:

- Determine the potential physical, chemical and biological hazards and appropriate safety precautions before beginning any new or modified laboratory procedure.
- Know the location of all emergency equipment in the laboratory classroom and the proper procedure for each.
- Be familiar with all laboratory emergency procedures.
- Never alter or change machines, equipment, engineering controls, or personal protective equipment installed or purchased.
- Always inspect personal protective equipment (PPE) prior to use and after wear to ensure it is in proper working condition. Sanitize the PPE after each use to limit spread of infectious pathogens. Inform your Site Administrator or **PDSS** of the need for additional or new PPE as soon as possible.
- Never use or handle chemicals without the proper PPE for the job.
- Be alert to unsafe conditions and actions, and alert your Site Administrator or **PDSS**.
- Follow acceptable waste disposal procedures to avoid hazards to the environment.
- Chemicals should only be used in areas with ventilation appropriate for the chemical compound or product being used. Do not smell or taste any chemicals. Avoid unnecessary exposure to all chemicals by any route.
- Ensure that all chemicals are correctly and clearly labeled.
- Post warnings when unusual hazards exist, such as flammable materials or biological hazards.

- Use laboratory equipment only for its originally designed purpose.
- Do not work alone in the laboratory if any hazardous procedures are being conducted.
- Do not store, handle, or consume food in an area containing hazardous substances.
- Never use glassware or utensils that have been used in the laboratory to prepare or consume food or beverages.
- Do not use odors as a means of determining that inhalation exposure has or has not been exceeded. Whenever there is a reason to suspect that a toxic chemical inhalation limit might be exceeded, report unusual odors as soon as they are detected to your Site Administrator.
- Use safety glasses whenever a reaction is attempted for the first time.
- Use careful handling and storage procedures to prevent damage to glassware.
- Do not use damaged glassware items; either discard or repair.
- Use hand protection when picking up broken glass. Small pieces should be swept up with a brush into a dustpan.
- Report all accidents immediately to the **PDSS** or Site Administrator.

Chemical Handling

To decrease exposure to the hazards inherently present in laboratory classroom and chemical storage areas, the Principal in conjunction with the appropriate administrative team (Directors of Instruction, Director of Charter Relations, Professional Development Supervisor of Science) shall provide the Science Department employees with specific training and other informational resources to enable them to implement safe work habits. Laboratory instructors should follow various standardized chemical safety procedures:

- Chemicals used at the lab activity shall be in only those quantities necessary for the lesson. After the lab lesson has been completed, all chemicals left shall be promptly returned to the chemical storage area or removed as waste, if necessary.
- Any chemical mixture shall be assumed to be toxic as its most toxic component. Substances of unknown toxicity shall be assumed to be toxic.
- Do not use an open flame to heat a ***flammable liquid*** or to carry out a distillation.
- Use an open flame only when necessary and promptly extinguish it when it is no longer needed.
- Before lighting a flame, remove all flammable substances from the immediate area. Check all containers of flammable materials in the area to ensure that they are tightly closed.
- Notify other students in the laboratory classroom before lighting a flame.
- Store flammable materials in their proper storage area.
- Use only non-sparking electrical equipment when volatile flammable materials are present in the laboratory classroom.
- An approved fume hood must be used when conducting the following procedures:
    b) When adding water to inorganic acid (hydrochloric acid, nitric acid). Always add water slowly with stirring.
    c) When adding a dehydrating agent (sulfuric acid, sodium hydroxide, calcium oxide) to water. Always add strong dehydrating agent (sulfuric to water slowly with stirring).
    d) Flammable or toxic materials should be handled in a fume hood.
    e) Perform any operation that generates vapors, dusts, or aerosols in a fume hood.

- Never use improper reagents.
- Keep all chemical containers closed unless in active use.

When working with chemicals, all employees should know and constantly be aware of the following:

- The hazards identified with the chemical(s) being used. This information is provided in the appropriate SDS.
- How and where to properly store the chemical(s) when not in use.
- The proper methods for transporting chemicals within the laboratory classroom, or from stockroom/storage room to classroom.
- What safety precautions are needed when working with the chemical(s), such as the appropriate personal protective equipment.
- The location of, and the way to properly use, all emergency equipment.
- The appropriate procedure for dealing with emergencies, including evacuation routes, procedures for spill cleanup, and proper waste disposal.

Appropriate hazardous waste containers shall be provided and be labeled as such. The **PDSS** shall arrange for removal of hazardous wastes identified by Science Teachers at each individual site.

Chemical Storage

The chemical storage area shall be accessible to authorized personnel and shall have a label indicating such. Chemicals received shall be immediately placed in the proper storage areas, segregated by hazard class and not left in shipping boxes or crates.

Acid-resistant shelving or trays shall be placed under bottles containing mineral acids. Mineral acids should be separated from flammable and combustible materials by as much space as possible. Acid-sensitive materials such as sulfides shall be separated from acids and protected from contact with acids. Acutely Hazardous, also called extremely hazardous, chemicals shall be reviewed for necessary use and clearly identified with records kept of the usage.

Stored chemicals shall be visually inspected at least every month by instructional staff to determine if they are causing corrosion, deteriorating their container or storage shelf, leaking, or if other damage has occurred to the storage area.

At least once a year, the chemical storage areas as well as the chemicals stored elsewhere, shall be inventoried by a Science Teacher or designee, or the **PDSS** in conjunction with the School Safety Consultant. The inventory shall address the types and quantities of chemicals stored, their condition, and the need for disposal of any chemicals no longer in use, leaking, or otherwise in poor condition.

Personal Hygiene

Employees shall be familiar with the symptoms of exposure for the chemicals with which they work and the precautions necessary to prevent them. Also, employees will follow local health and safety guidelines regarding use of personal protection equipment and social distancing. All laboratory instructors should follow these precautions:

- Whenever a chemical comes in contact with the skin, wash the area promptly.
- Avoid inhalation of chemical aerosols, dusts, fumes, mists, and vapors. Do not try to determine chemical properties by “sniffing” the chemical.
- Use pipette safety devices such as bulbs or pumps. Do not pipette by mouth suction.

- Wash hands well with soap and water before leaving the laboratory classroom or work room. Do not wash hands with solvents.
- Sanitize all equipment and tools after each use.
- Do not drink, eat, chew gum, or apply cosmetics in the laboratory classroom or work room.
- All refrigerators will be labeled according to the type of storage (i.e., “Food for Human Consumption”, “Food Not for Human Consumption”, “Chemical Storage Only”, “Biology Specimens Only”).

Personal Protective Equipment (PPE)

All Science Teachers are responsible for ensuring the proper types of personal protective equipment (gloves, goggles, safety glasses, aprons, etc) are available to students and visitors to the laboratory, and that they are being worn as required. All employees shall be informed as to the hazards of the chemicals and other products used in the laboratory setting through employee training. The training may include an audiovisual program, written materials, verbal presentations and other forms of training. All laboratory instructors should observe the following practices:

- Eye protection should meet the requirements of the American National Standards Institute (ANSI) Z87-1. Safety goggles with side pieces are required when the potential for flying objects or chemical splashes exists.
- Wear appropriate protective clothing, such as a laboratory coat or apron at all times.
- Confine long hair and loose clothing when in the laboratory.
- When working with corrosive liquids, or with allergenic, sensitizing, or toxic chemicals, wear gloves made of a material known to be resistant to permeation by the chemical. Test gloves for the absence of pinhole leak by air inflation; do not inflate by mouth.
- Wear closed toed shoes in the laboratory work room (science storage room) when preparing chemical solutions for science lab activities.
- Before using any protective equipment, inspect for defects. Do not use defective protective equipment.
- All protective equipment should be sanitized after each use.

Chemical Spills, Splashes and Releases

In the event of a small spill (i.e., equal to or less than 5 gallons), release of hazardous substances or any other accident, immediately report such an event to the Site Administrator. The Site Administrator shall contact the appropriate School staff responsible for determining if outside assistance is necessary. If outside assistance is required, the Site Administrator shall activate the school’s Site Specific Health & Safety Plan that outlines the actions to be taken when outside emergency personnel are called in to handle a spill, fire, or other emergency.

Laboratory instructors working around chemicals shall be aware of the site’s Emergency Action and Fire Prevention Plan. Laboratory instructors should know at least two evacuations routes, location of emergency showers, eyewashes, first aid kits, emergency exits, spill kits, and fire alarm pull stations.

In the event of fire and chemical spills an appropriate laboratory instructor should:

- Alert personnel in the immediate vicinity.
- Confine the fire or chemical spill, if possible and do so without endangering other personnel and students.

- Keep yourself between the emergency and an exit when attempting to confine the emergency to avoid being trapped. Only fight the fire if you are trained in the use of a fire extinguisher and are confident that you will be able to put it out.
- If an emergency is inside a hood, close the sash, if possible.
- Close lab doors, if possible, to prevent the spread of smoke or vapors into adjoining rooms and corridors.
- For flammable liquid spills, shut off ignition sources, if possible. Avoid unplugging equipment due to possible electrical arc between receptacle and plug.

Clothing Fires

In the event of a clothing fire the following procedures shall be followed.

- Stop the person on fire from running.
- Drop the person to the floor or other horizontal surface to prevent flames and hot gases from rising to the face and head.
- Roll the person to snuff out the flames. Blankets can be effective if brought to the person. Safety showers may be effective if within a travel time of one or two seconds.
- Cool the person by removing smoldering clothing that has not adhered to skin, and by using water and ice packs.
- Call 911. Get immediate medical attention.

Chemical Splash

In the event a chemical splash occurs in the eyes or on the skin, the following procedures shall be followed.

Eye Splashes

- Immediately wash the eyes with potable water for at least 15 minutes at the eyewash station.
- Forcibly hold the eyelids open and tell the injured person to roll his/her eyes while continuously irrigating.
- Do not use any substance other than potable water to wash the eyes.
- Call 911. Get immediate medical attention.

Skin Splashes

- Remove chemical contact with the skin by brushing off dry and water reactive chemical. Remove contaminated clothing and protective equipment that can be quickly removed (1 second or less).
- Flush the splashed area with large amounts of potable water. Never use anything other than water or mild soap & water to clean chemicals from exposed skin.
- When the chemicals have entered the eyes, remove protective eyewear under the emergency shower as quickly as possible. In cases where the eyewear has not been breached by the chemical, remove the protective eyewear after the head and face have been thoroughly washed.
- The injured person should wash with potable water for 15 minutes or longer any part of the skin that may have had chemical contact or contact with contaminated wash water.

Remove any clothing that may have come in contact with the chemical or contaminated wash water under the emergency shower.

- Call 911. Get immediate medical attention.

In any splash or spill, the Safety Data Sheet (SDS) shall be provided to the injured, persons aiding the injured in treatment, and all external medical responders. If the injured receives assistance from an employee acting as a responder, the rescuer needs to wash him or herself to prevent injury from diluted chemicals washed off from the victim.

Housekeeping

Safety performance and good housekeeping practices in the laboratory are directly related to each other. Each employee is responsible for the cleanliness of his or her laboratory classroom and jointly responsible for common areas used by all. The science storage room should be kept clean and orderly, and chemicals and equipment should be stored in appropriate areas when not in use. The laboratory instructors should follow the following general procedures.

- Laboratory classrooms should be kept clean and free of obstructions. Cleanup should follow the completion of any operation and/or at the end of each day.
- Access to emergency equipment showers, eyewash fountains, and exits should never be blocked, even temporarily. Do not park chemical carts in front of any emergency equipment.
- Wastes should be deposited in appropriate receptacles.
- Do not store chemicals in aisles, stairways and hallways, or on floors, desks, or laboratory bench tops.
- Equipment and chemicals should be stored properly.
- All chemical containers must be labeled with at least the identity of the contents, the associated hazards to the user, and the name and address of the chemical manufacturer, importer, or other responsible party.
- Keep all laboratory classrooms clear of clutter, especially bench tops and aisles.
- At the end of each workday, place all chemicals in their assigned storage area.
- Wastes should be labeled properly.
- Clean all working surfaces and floors on a regular basis as well as sanitizing equipment.

5.2 Specific Safety Procedures

All laboratory safety procedures must contain a written description of specific practices incorporating the applicable precautions described in this section. Employees should read and understand these practices before commencing a procedure.

Procedures for Toxic Chemicals

The SDS sheets for many chemicals used in the laboratory classroom will state recommended limits and/or OSHA-mandated limits as guidelines for exposure. Typical limits are Threshold Limit Values (TLVs), Permissible Exposure Limits (PELs), and action levels. When such limits are stated, they will be used to assist the laboratory instructor in determining the safety precautions, control measures, and safety apparel that apply when working with toxic chemicals.

- When a TLV or **PEL** value is less than 50 parts per million (ppm) or 100 mg/M3, the user of the chemical must use it in an operating fume hood or similar device. If none are available, no work should be performed using that chemical.

- Whenever the handling of toxic substances with moderate or greater vapor levels will generate vapors likely to exceed air concentration limits, laboratory work with such liquids and solids will be conducted in a fume hood. If none are available, no work should be performed using that chemical.

Procedures for Flammable Chemicals

In general, the flammability of a chemical is determined by its flash point, the lowest temperature at which an ignition source can cause the chemical to ignite momentarily under certain conditions.

- Chemicals with a flash point below 200 degrees Fahrenheit (93.3 degrees Celsius) will be considered “fire-hazard chemicals”.
- Fire-hazard chemicals should be stored in a flammable-solvent storage area or in storage cabinets designated for flammable materials.
- Fire-hazard chemicals that are used in quantities that may present a fire hazard must be used only in vented hoods and away from sources of ignition.

Procedures for Reactive Chemicals

Reactivity information for a chemical is sometimes supplied in the manufacturer’s SDS or on the label. Guidelines on which chemicals are reactive can be found in regulations promulgated by the Department of Transportation (DOT) in 49 CFR. Also see National Fire Protection Association Manual 325, “Fire Hazards Properties of Flammable Liquids, Gases, and Volatile Solids”; Manual 459, “Hazardous Chemical Data”; and Manual 491M, “Manual of Hazardous Chemical Reactions”.

A reactive chemical is one that:

- Is ranked by the NFPA as 3 or 4 for reactivity;
- Is identified by the DOT as:
    1) an oxidizer;
    2) an organic peroxide; or
    3) an explosive, Class A, B, or C;
- Fits the EPA definition of reactive in 40 CFR 261.23;
- Fits the OSHA definition of unstable in 29 CFR 1910.1450; or
- Is known or found to be reactive with other substances.

Reactive chemicals should be handled with all proper safety precautions, including segregation in storage and prohibition on mixing even small quantities with other chemicals without prior approval and appropriate personal protection and precautions.

Procedures for Corrosive Chemicals and Contact-Hazard Chemicals

Corrosivity, allergenic, and sensitizer information is sometimes given in manufacturers SDS’ and on labels. Also, guidelines on which chemicals are corrosive can be found in other OSHA standards and in regulations promulgated by DOT in 49 CFR and the EPA in 40 CFR.

A corrosive chemical is a chemical that causes visible destruction of, or irreversible alterations in, living tissue by chemical action at the site of contact.

Procedures for Carcinogens and Reproductive Toxins

Carcinogens and Reproductive Toxins are extremely hazardous due to their toxic effects and are prohibited from use, handling or storage within School property or the scope of the School’s

educational environment. Any educational products that contain these chemicals are also prohibited at all School sites.

6.0 Particularly Hazardous Procedures

The Cal-OSHA Lab Standard requires that special consideration be given to use of chemicals or procedures with particular hazards. Examples of such chemicals are given in Chapter 3 of *Prudent Practices*. A brief list of examples is in Appendix B.

6.1 Work with Particularly Hazardous Substances

When laboratory procedures include the use of highly hazardous chemicals, **special precautions** shall be implemented as deemed necessary by the **PDSS** or School Safety Consultant.

- **Signage and access control** to the work area where the chemical is used;
- **Enclosure or isolation** of contaminated equipment;
- Practicing good laboratory **hygiene**;
- **Prudent transportation** of very toxic chemicals;
- **Planning** for accidents and spills; and
- Special **storage and waste disposal** practices.

Prudent Practices provides detailed recommendations for work with particularly hazardous substances.

7.0 Chemical Spills, Releases and Accidents

7.1 Emergency Response

Telephone numbers of emergency personnel, and other essential employees as deemed appropriate are found in section 7.5 of this Chemical Hygiene Plan. This information shall be checked quarterly by the **PDSS** for accuracy.

7.2 In Case of Fire

The first reaction to a fire is to **evacuate the occupants** of the building. Fire extinguishers shall be used by trained personnel to fight incipient fires and small fires.

Fire extinguisher training is available through the School's Insurance department.

7.3 In Case of Spills

In the event of a chemical spill, release or other accident, lab workers will respond as outlined in the School's Emergency Response plan. **The size of the spill and its hazards shall dictate the proper response.** If there is any doubt about the lab instructor's ability to safely clean up the spill, and conditions do not warrant contacting emergency response services, then the Professional Development Supervisor of Science shall be contacted.

Note*: Proper emergency response relies upon a knowledge of the lab hazards. For this reason, a chemical inventory of science storage rooms shall be conducted annually by the science teacher, PDSS or Safety Consultant. The chemical inventory is provided below in Appendix ~~C~~B.*

Note: Specific procedures to address spills will be inserted here.

7.4 In Case of Personnel Exposures

All employees shall be instructed in the **location and proper usage of eyewashes**. ~~(see Appendix I for location maps)~~

Note: In case of medical emergency, summon the appropriate party listed in Section 7.5 below.

Note: Medical consultation after such exposures is provided as detailed in Section 9~~8~~.0 below.

7.5 Emergency Phone Numbers

Emergency Medical Response: **Dial 911**

School Emergency Response Personnel: **(XXX) XXX-XXXX**

Professional Development Supervisor of Science: (818) 497-4146

Poison Control Center: **(800) 222-1222**

Local Fire Authority:

Local Police Agency: **(non-emergency)**

8.0 Chemical Disposal & Hazardous Waste

~~Opportunities for Learning~~The School generates hazardous waste from all areas of the school sites and School office. Specific areas include the School's Transportation, Maintenance and Operation, and Nursing Administration Department. Site based departments include Custodial, Life Sciences, Physical Sciences, Welding, Auto Shop, Photography, Art, and Nurses Office. Due to chemical complexity, volume, and numerous health & safety regulations an annual comprehensive School wide Chemical Disposal Roundup Program has been implemented.

Acquisition of hazardous chemicals through donations shall not be accepted without prior approval. Each school site and School department shall maintain Safety Data Sheets for chemicals used within the department. When purchasing or receiving chemical materials, confirm that the SDS for that chemical has been provided.

Preparation for the Disposal of Chemical Waste

To properly prepare waste for disposal, first identify the waste material as chemical or biological. Solid or liquid chemicals must never be placed in the regular waste disposal bin or poured into a drain for removal, unless concentrations of the solid or liquid are thoroughly diluted and will not cause harm to the environment.

SPECIAL HANDLING OF CHEMICAL WASTE

Aerosol Containers

Aerosol containers such as spray paint cans can be disposed of in regular trash receptacles as long as they have been completely emptied of their contents. Defective cans or aerosol cans with some of the contents remaining, must be disposed of as a hazardous waste. Each department must submit a request to the M&O department for a pickup of the waste containers.

Unknown Chemicals

Unknown chemicals require special handling. The responsible department must make every effort to classify the materials, which are being disposed.

Potential Explosives

Potential explosives which are highly reactive chemicals, shock sensitive, or explosive, require that removal arrangements be made with a certified, licensed, and insured chemical waste vendor specializing in handling these types of chemicals. Appendix B has a partial listing of potential explosive chemicals.

Empty Glass Containers

Empty glass containers of 5-gallon or less in capacity must be placed in a hard-sided container (box) before disposal in the trash. The container must not have any liquid or residue when tilted at any orientation and labels must be removed. Empty containers of 10-gallons or more cannot be disposed of as regular trash. Empty 10-gallon containers should be returned to the original distributor either for reuse, reconditioning, and/or to reclaim their scrap value.

Batteries

Batteries are considered a significant source of toxic metal pollution due to air emissions from incinerators and leakage into soils from landfills. Regulations on disposal are based upon the waste generator. The waste generator is classified as the entire school. A department or school site is not considered as a single waste generator. Cal-EPA Department of Toxic Substances Control (DTSC) fact sheet dated 3/7/00 define hazardous waste batteries as: rechargeable nickel-cadmium, silver button, mercury, small sealed lead acid batteries (burglar alarm and emergency light batteries).

Metallic Mercury

Metallic mercury containing materials such as old manometers, thermometers, blood pressure apparatus, and vapor lamps should be disposed of with other chemical waste. Place broken metallic mercury equipment inside a jar or bottle for disposal.

Identification of Chemical Waste

Properly identify and label the contents of each waste container.

- Attach a Hazardous Waste Label to each waste container that identifies its contents and specifies the amount of every waste constituent. Include the identity of commercial products as well as chemical reagents. Labels such as *"non flammable waste"* or *"organic solvent waste"* are not acceptable.

- All constituents in mixtures (solid or liquid) should be identified and their concentrations stated (%, ppm, M). Acids and bases other than pure material in its original container must be analyzed and their strengths given in normality, molarity, or weight percent.

Identify waste materials on the hazardous waste label in one of the following methods:

- Chemical Name.
  If a material is a mixture, provide concentrations of all hazardous constituents. Concentrations may be stated in molarity (gram, gallon, or pound moles per liter), percent by weight or volume (percent is assumed to be by weight unless volume is stated), weight per volume (grams or milligrams per liter), or parts per million/billion.

- Manufacturer and Product Name.
  Include all hazardous materials listed in the SDS. Manufacturers of potentially hazardous materials are now required by law to provide SDS's with their products, including a list of all potentially hazardous ingredients. If no hazardous ingredients are identified on the SDS, attach a copy of page 1 to the hazardous waste tag.

- Complete Generic Description of Material.
  Use the generic description **only** if the material is a mixture of well-known standard composition. The generic description must be complete enough to adequately characterize the waste material.

Packaging

Proper packaging is extremely important. Place every chemical in an appropriate container. Incorrect packaging could result in an accident or spill during transport to the waste storage facility.

The following requirements must be met before chemical waste is collected and disposed of.

- Liquid waste must be contained in screw cap bottles. Stopped or corked flasks and bottles without proper lids will not be picked up.

- Chemically contaminated debris must be placed in transparent plastic bags. For ease of handling, place these bags inside a hard-sided container whenever possible.

- Semi-solid materials such as gels and paraffin wax must be placed in wide mouth plastic jars or bottles with screw caps.

- Leaking containers can be placed inside larger screw top bottles or plastic buckets with snap-on lids. Leaking containers will not be picked up.

- Chemically contaminated sharps (needles, syringes, broken glass, glass slides, razors, scalpels, glass pipettes, Pasteur pipettes) must be placed inside rigid puncture-proof containers.

- Each waste container must be properly identified and labeled with a Hazardous Waste label.

Segregation of Hazardous Waste

When the waste is chemical in nature, the procedures outlined below must be followed. Set up a disposal area so that your waste is collected and segregated as it is generated. This will prevent the occurrence of incompatible mixtures. The waste container should be placed in a secondary container such as large plastic pan, which is large enough to capture any spills, which may occur. Proper Protective Equipment (PPE) must be worn when preparing chemicals for disposal.

Segregation by chemical category guidelines:

- Segregate all potential explosive chemicals from all other chemicals. A potential explosive chemical is a material that may ignite as a result of conditions that normally exist in the ambient environment, such as heat, light, shock, friction, and the presence of water or result from long-term storage in the environment. Package separately in such a way as to contain and isolate any ignition that may occur. These chemicals are not removed with normal chemical waste.

- Segregate strong oxidizers from all organics and package separately.

- Segregate acids and bases and package separately.

- Segregate heavy metal solutions and salts and package separately.

- Segregate chemical carcinogens and package separately.

- Segregate cyanide containing materials and package separately.

- Segregate compressed gases and aerosol containers and package separately.

- Do not mix waste hydrocarbon solvents in the same container with halogenated solvents. The hydrocarbon solvents can be recycled if not contaminated with halogenated solvents.

- Segregate all alkali metal solutions and water reactive chemicals from moisture, water, and other chemicals. Package separately. Protect from water. Place warnings on packages.

- Segregate peroxide-forming chemicals from all other combustible materials and mineral acids. Package separately. Separation may be from a distance or barrier.

Keeping waste materials segregated from each other requires only a reasonable amount of forethought and effort. A list of incompatibles can be found in Appendix DJ.

9.0 Medical Consultations and Examinations

9.1 Availability

All employees who work with hazardous chemicals will have an opportunity to receive medical attention, including any follow-up examinations, which the examining physician determines to be necessary, under the following circumstances:

- When an employee develops **symptoms** associated with a hazardous chemical to which the employee may have been exposed in the laboratory;
- When exposure monitoring reveals an **exposure level routinely above the action level or PEL** for an OSHA regulated substance for which there are exposure monitoring and medical surveillance requirements; or
- In the event of a **spill, leak, explosion** or other occurrence that results in the probability of a hazardous exposure.

The Professional Development Supervisor of Science shall be contacted whenever the need for medical consultation or examination occurs, or when there is uncertainty as to whether any of the above criteria have been met.

9.2 Arranging for Exams

All medical examinations and consultations will be performed by or under the direct supervision of a licensed physician and will be provided through the School, without loss of pay and at a reasonable time and place.

In the event of a life-threatening illness or injury, dial 911 and request emergency response personnel.

9.3 Information

The School shall provide the examining physician with the following information:

- The **identity** of the hazardous chemical(s) to which the employee may have been exposed. A description of the **conditions** under which the exposure occurred including quantitative exposure data, if available.
- A description of the **symptoms** of exposure that the employee is experiencing, if any.
- The above information will be collected and **communicated by the employee's Site Administrator** and will be submitted to the **PDSS** as well as to the examining physician.

9.4 Report

The examining physician will provide to the employees Site Administrator and **PDSS** a written report including the following:

- Any recommendation for **further medical follow-up**.
- The results of the medical examination and any associated **tests**.
- Any medical condition, which may be revealed in the course of the examination, which may place the employee at **increased risk** as a result of exposure to a hazardous chemical found in the workplace.
- A statement that the employee has been informed by the physician of the results of the consultation or medical examination and any medical condition that may require further examination or treatment. The written opinion will not reveal specific findings of diagnoses unrelated to occupational exposure.

10.0 Recordkeeping

At a minimum, safety records shall be maintained as required by Cal-OSHA.

It is the intent of this Chemical Hygiene Plan to require the maintenance of records of accidents, unusual chemical exposures, spills, incidents, and other occurrences as required by the Authorities Having Jurisdiction.

10.1 Accident Reports

Accident investigations will be conducted by the employees Site Administrator with assistance from the **PDSS** as deemed necessary. Accident reports will be written and retained for 5 years.

10.2 Exposure Evaluations

Copies of exposure records carried out by individual departments will be kept within the department and also sent to the PDSS. Raw data will be kept for one year and summary data for the term of employment plus 30 years.

10.3 Medical Consultation and Examinations

Results of medical consultations and examinations will be kept by the PDSS for a length of time specified by the appropriate medical records standard. This time will be at least the term of employment plus 30 years as required by Cal-OSHA.

10.4 Training

Copies of individual employee training should be recorded and kept in both the individual's department file and with Human Resources as well as the science department's records for up to five years.

11.0 Annual Chemical Hygiene Plan Review

The Professional Development Supervisor of Science (PDSS) and Directors of Instruction (DOI) will review the Chemical Hygiene Plan **every *year***. Results will be provided to all science teachers. The **PDSS and DOIs** are responsible for assigning responsibility to take corrective action for any deficiency noted.

12.0 References and Other Information Sources

12.1 References

A. Literature References

- National Research Council, **Prudent Practices for Handling and Disposing Hazardous Chemicals in Laboratories**, National Academy Press, Washington, D.C., 1995.
- **California Code of Regulations, Title 8, §5191, Occupational Exposure To Hazardous Chemicals In Laboratories.**
- **California Code of Regulations, Title 8, §5154.1, Ventilation Requirements for Laboratory-Type Hood Operations**
- **Science Safety Handbook for California Public Schools; 2014 Edition**

B. Internet Resources

Safety Data Sheets
http://hazard.com/SDS

Cal-OSHA Regulations
http://www.dir.ca.gov/samples/search/query.htm

Science Safety Handbook for California Public Schools 2014 Edition
https://www.cde.ca.gov/pd/ca/sc/documents/scisafebook2014.pdf

Appendix A:

Prohibited High Hazard Chemicals

Appendix ~~B~~A: Prohibited High Hazard Chemicals

Table 1: Carcinogens, Reproductive Toxins or Highly Toxic Chemicals

The chemicals listed below are extremely hazardous due to their toxic effects and are prohibited from use, handling or storage within School property or the scope of the School's educational environment. Any educational products that contain these chemicals are also prohibited. This is not an exclusive list, and may be expanded, based on the professional judgment of the CHPA, School Risk Manager and Science Safety Committee. Employees will be advised that these chemicals are prohibited.

Biologically active compounds

• protease inhibitors (e.g. PMSF, Aprotin, Pepstatin A, Leopeptin);
• protein synthesis inhibitors (e.g. cycloheximide, Puromycin);
• transcriptional inhibitors (e.g. a-amanitin and actinomycin D);
• DNA synthesis inhibitors [e.g. hydroxyurea, nucleotide analogs (i.e. dideoxy nucleotides), actinomycin D, acidicolin];
• phosphatase inhibitors (e.g. okadaic acid);
• respiratory chain inhibitors (e.g. sodium azide);
• kinase inhibitors (e.g. NaF);
• mitogenic inhibitors (e.g. colcemid); and
• mitogenic compounds (e.g. concanavalin A).
• Castor bean (Ricinus communis) lectin: Ricin A, Ricin B, RCA toxins
• Diisopropyl fluorophosphate: highly toxic cholinesterase inhibitor; the antidote, atropine sulfate and 2-PAM (2-pyridinealdoxime methiodide) must be readily available
• N-methyl-N'-nitro-N-nitrosoguanidine: carcinogen (this chemical forms explosive compounds upon degradation)
• Phalloidin from Amanita Phalloides: used for staining actin filaments
• Retinoids: potential human teratogens
• Streptozotocin: potential human carcinogen
• Urethane (ethylcarbamate): an anesthetic agent, potent carcinogen and strong teratogen, volatile at room temperature

Table 2: Shock Sensitive and Pyrophoric Chemicals

The classes of chemicals listed below may explode when subjected to shock or friction. Peroxide Hazard on Concentration: Do not distill or evaporate without first testing for the presence of peroxides (discard or test for peroxides after 6 months).

• acetaldehyde di·diethylene glycol dimethyl ether (diglyme)
• dioxane
• ethylene glycol dimethyl ether (glyme)
• ethylene glycol ether acetates
• ethylene glycol monoethers (cellosolves)
• furan
• methylacetylene
• methylcyclopentane

Table 3: Explosive Chemicals

This list of chemicals is taken from Table I Explosive Chemicals (for Immediate Disposal *Only by Explosive Technicians)* of the ***Science Safety Handbook for California Public Schools*****,** p. 33.

Benzoyl Peroxide
Carbon Disulfide
Diisopropyl Ether (if stored longer than 12 months)
Ethyl Ether/Diethyl Ether (if stored longer than 12 months)
Nitrogen Triiodide
Perchloric Acid
Phosphorous (white/yellow)
Picric Acid
Potassium Metal
Sodium Azide

Table 4: Extremely Hazardous Chemicals

This list of chemicals is taken from Table 2 Extremely Hazardous Chemicals for Prompt Disposal of the ***Science Safety Handbook for California Public Schools*****,** page 39.

2-Acetylaminofluorine
Acrylamide (neuro toxin)
4-Aminodiphenyl
Aniline
Arsenic Power
Arsenic Trioxide
Asbestos
Benzene
Benzidene
Beryllium
Beryllium Compounds
Cadmium Powder
Cadmium Salts
Carbon Tetrachloride
Chloroform
Chromium (VI) Oxide and all hexavalent chromium compounds
Cobalt
Cobalt II Oxide
p-Dichlorobenzene
3,3-Dichlorobenzidine and salts
4 Dimethylaminoazobenzene
Ethylene Dichloride (1,2 Dichloroethane)
Formaldehyde
Hydrazine (anhydrous)
Hydrofluoric Acid
Lead Acetate
Lead Arsenate
Methylchloromethyl Ether
4-4' Methylene Bis (2-Chloroaniline)
Methylene Chloride (Dichloromethane)
Nickel Compounds & Powder
4-Nitrobiphenyl
Beta Propiolactone
Sodium Arsenate
Sodium Arsenite
Vinyl Chloride
Alpha and Beta Naphylamine

Appendix B:

Chemical/Hazardous Material Inventory

Appendix ~~C~~B: Chemical/Hazardous Material Inventory

Complete checklist every 3 months until the end of the school year. Keep this form in your school site file and send a copy to the Professional Development Supervisor of Science or the Instructional Coach of Science.

Chemical Name	Date	Date	Date	Date	Date	Date	Date

School: _____

Person Completing Inventory: _____

Inventory Reviewed By: _____

Appendix C:

Student Laboratory Safety Form

Student Safety Lab Form

School:_____ Teacher:_____

PURPOSE

Science is a hands-on laboratory class which may require the use of hazardous chemicals. To ensure a safe science classroom, a list of rules has been provided to you in this student safety form. After reviewing the form with your teacher, please sign and give to your teacher. A copy will be provided for you to keep.

GENERAL RULES

1. Conduct yourself in a responsible manner at all times.
2. Never work alone. No student may work in the laboratory without an instructor present.
3. Do not touch any equipment, chemicals, or other materials unless you are instructed to do so.
4. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.
5. Perform only those experiments approved by the instructor. Never do anything in the laboratory that is not part of the procedure given by the instructor.
6. Carefully follow all instructions, both written and oral.
7. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times.
8. Keep aisles clear. Push your chair under the desk when not in use.
9. Know the locations and operating procedures for all safety equipment including first aid kit, eye-wash station, and fire extinguisher. Know where the fire alarm and exits are located.
10. Be alert at all times in the laboratory. Notify the instructor immediately of any unsafe conditions.
11. Know the locations and operating procedures for all safety equipment including first aid kit, eye-wash station, and fire extinguisher. Know where the fire alarm and exits are located.
12. Be alert at all times in the laboratory. Notify the instructor immediately of any unsafe conditions.
13. Dispose of all chemical waste properly as determined by the instructor. Never mix chemicals in sink drains. Solid chemicals, metals, matches, filter paper, and all other insoluble materials are to be disposed of in the proper waste containers.
14. Labels and equipment instructions must be read carefully before use
15. Keep hands away from face, eyes, mouth and body while using chemicals. Wash your hands with soap and water after performing all experiments.
16. Clean all work surfaces and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
17. Experiments must be personally monitored at all times.
18. Students are not permitted in the science storage rooms or preparation areas unless given permission by their instructor.
19. Preserved biological materials are to be treated with respect and disposed of properly.
20. When using sharp instruments, always carry with tips pointing down and away. Always cut away from your body. Never try to catch falling sharp instruments.
21. If you have a medical condition (e.g., allergies, pregnancy, etc.), check with your physician prior to working in the laboratory.

CLOTHING

22. Any time chemicals, heat, or glassware are used, students will wear goggles.

23. Contact lenses may be worn provided adequate face and eye protection is provided by specially marked, non-vented safety goggles.
24. Long hair must be tied back and dangling jewelry and loose or baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed.
25. Lab aprons/coats have been provided for your use and should be worn during laboratory activities.

ACCIDENTS AND INJURIES

26. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the instructor immediately.
27. If you or your lab partner are hurt, immediately yell out "HELP! HELP!" to get the instructor's attention.
28. If a chemical splashes in your eye(s) or on your skin, immediately flush with running water from the eyewash station for at least 20 minutes. Notify the instructor immediately.

HANDLING CHEMICALS

29. Do not touch, taste, or smell any chemicals unless specifically instructed to do so.
30. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.
31. Never return unused chemicals to their original containers.
32. Never use mouth suction to fill a pipet. Use a rubber bulb or pipet pump.
33. When transferring reagents from one container to another, hold the containers away from your body.
34. Acids must be handled with extreme care. You will be shown the proper method for diluting strong acids. Always add acid to water, swirl or stir the solution.
35. Handle flammable hazardous liquids over a pan to contain spills. Never dispense flammable liquids anywhere near an open flame or source of heat.
36. Never remove chemicals or other materials from the laboratory area.
37. Take great care when transporting acids and other chemicals from one part of the laboratory to another. Hold them securely and walk carefully.

HANDLING GLASSWARE AND EQUIPMENT

38. Carry glass tubing, especially long pieces, in a vertical position to minimize the likelihood of breakage and injury.
39. Never handle broken glass with your bare hands. Use a broom/brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated glass disposal container.
40. Always protect your hands with towels or cotton gloves when inserting glass tubing into, or removing it from, a rubber stopper.
41. Fill wash bottles only with distilled water and use only as intended.
42. When removing an electrical plug from its socket, grasp the plug, not the electrical cord. Hands must be completely dry before touching an electrical switch, plug, or outlet.
43. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
44. Report damaged electrical equipment immediately. Look for things such as frayed cords, exposed wires, and loose connections.
45. If you do not understand how to use a piece of equipment, ask the instructor for help.
46. Do not immerse hot glassware in cold water; it may shatter.

HEATING SUBSTANCES

47. Never leave a lit burner unattended. Never leave anything that is being heated or is visibly reacting unattended. Always turn the burner or hot plate off when not in use.
48. You will be instructed in the proper method of heating and boiling liquids in test tubes. Do not point the open end of a test tube being heated at yourself or anyone else.
49. Heated metals and glass remain very hot for a long time. Use tongs or heat-protective gloves if necessary.
50. Do not place hot apparatus directly on the laboratory desk. Always use an insulating pad.

QUESTIONS

A. Do you wear contact lenses?

☐ YES ☐ NO

B. Are you color blind?

☐ YES ☐ NO

C. Do you have allergies?

☐ YES ☐ NO

D. If so, list specific allergies: _____

_____

AGREEMENT

I have read and agree to follow the safety rules in this form. I realize that I must obey these rules to ensure my own safety and that of my fellow students and instructor. I will cooperate to the fullest extent with my instructor and fellow students to maintain a safe lab environment. I will also closely follow the oral and written instructions provided by the instructor. I am aware that any violation of these rules that results in unsafe conduct in the laboratory on my part, may result in being removed from the class.

_____

Student Signature Date

Appendix D:

INCOMPATIBILITY OF COMMON LABORATORY CHEMICALS

Appendix DI: Incompatibility of Common Laboratory Chemicals

When certain hazardous chemicals are stored or mixed together, violent reactions may occur because the chemicals are unsuitable for mixing, or are incompatible. Classes of incompatible chemicals should be segregated from each other during storage, according to hazard class. Use the following general guidelines for hazard class storage:

- Flammable/Combustible Liquids and Organic Acids
- Flammable Solids
- Mineral Acids
- Caustics
- Oxidizers
- Perchloric Acid
- Compressed Gases

Before storing or mixing any chemicals, refer to this partial list, the chemicals' SDS's to verify compatibility:

CHEMICAL	INCOMPATIBLE CHEMICAL(S)
Acetic acid	aldehyde, bases, carbonates, hydroxides, metals, oxidizers, peroxides,phosphates, xylene
Acetylene	halogens (chlorine, fluorine, etc.), mercury, potassium, oxidizers, silver
Acetone	acids, amines, oxidizers, plastics
Alkali and alkaline metals	acids, chromium, ethylene, halogens, hydrogen, mercury, **earth** nitrogen, oxidizers, plastics, sodium chloride, sulfur
Ammonia	acids, aldehydes, amides, halogens, heavy metals, oxidizers, plastics, sulfur
Ammonium nitrate	acids, alkalis, chloride salts, combustible materials, metals, organic materials, phosphorous, reducing agents, urea
Aniline	acids, aluminum, dibenzoyl peroxide, oxidizers, plastics
Azides	acids, heavy metals, oxidizers
Bromine	acetaldehyde, alcohols, alkalis, amines, combustible materials, ethylene, fluorine, hydrogen, ketones (acetone, carbonyls, etc.), metals, sulfur
Calcium oxide	acids, ethanol, fluorine, organic materials
Carbon (activated)	alkali metals, calcium hypochlorite, halogens, oxidizers
Carbon tetrachloride	benzoyl peroxide, ethylene, fluorine, metals, oxygen, plastics, silanes

Chlorates	powdered metals, sulfur, finely divided organic or combustible materials
Chromic acid	acetone, alcohols, alkalis, ammonia, bases
Chromium trioxide	benzene, combustible materials, hydrocarbons, metals, organic materials, phosphorous, plastics
Chlorine	alcohol's, ammonia, benzene, combustible materials, flammable compounds (hydrazine), hydrocarbons (acetylene, ethylene, etc.), hydrogen peroxide, iodine, metals, nitrogen, oxygen, sodium hydroxide
Chlorine dioxide	hydrogen, mercury, organic materials, phosphorous, potassium hydroxide, sulfur
Copper	calcium, hydrocarbons, oxidizers
Cyanides	acids, alkaloids, aluminum, iodine, oxidizers, strong bases
Flammable liquids	ammonium nitrate, chromic acid, hydrogen peroxide, nitric acid, sodium peroxide, halogens
Fluorine	alcohol's, aldehydes, ammonia, combustible materials, halocarbons, halogens, hydrocarbons, ketones, metals, organic acids
Hydrocarbons (butane, propane benzene, turpentine, etc.)	acids, bases, oxidizers, plastics
Hydrofluoric acid	metals, organic materials, plastics, silica (glass), (anhydrous) sodium
Hydrogen peroxide	acetylaldehyde, acetic acid, acetone, alcohol's carboxylic acid, combustible materials, metals, nitric acid, organic compounds, phosphorous, sulfuric acid,sodium, aniline
Hydrogen sulfide	acetylaldehyde, metals, oxidizers, sodium
Hydroperoxide	reducing agents
Hypochlorites	acids, activated carbon
Iodine	acetylaldehyde, acetylene, ammonia, metals, sodium
Mercury	acetylene, aluminum, amines, ammonia, calcium, fulminic acid, lithium, oxidizers, sodium
Nitrates	acids, nitrites, metals, sulfur, sulfuric acid
Nitric acid	acetic acid, acetonitrile, alcohol's, amines, (concentrated) ammonia, aniline, bases, benzene, cumene, formic acid, ketones, metals, organic materials, plastics, sodium, toluene

Oxalic acid	oxidizers, silver, sodium chlorite
Oxygen	acetaldehyde, secondary alcohol's, alkalis and alkalines, ammonia, carbon monoxide, combustible materials, ethers, flammable materials, hydrocarbons,metals, phosphorous, polymers
Perchloric acid	acetic acid, alcohols, aniline, combustible materials, dehydrating agents, ethyl benzene, hydriotic acid, hydrochloric acid, iodides, ketones, organic material, oxidizers, pyridine
Peroxides, organic	acids (organic or mineral)
Phosphorus (white)	oxygen (pure and in air), alkalis
Potassium	acetylene, acids, alcohols, halogens, hydrazine, mercury, oxidizers, selenium, sulfur
Potassium chlorate	acids, ammonia, combustible materials, fluorine, hydrocarbons, metals, organic materials, sugars
Potassium perchlorate (also see chlorates)	alcohols, combustible materials, fluorine, hydrazine, metals, organic matter, reducing Reducing agents, sulfuric acid
Potassium permanganate	benzaldehyde, ethylene glycol, glycerol, sulfuric acid
Silver	acetylene, ammonia, oxidizers, ozonides, peroxyformic acid
Sodium	acids, hydrazine, metals, oxidizers, water
Sodium nitrate	acetic anhydride, acids, metals, organic matter, peroxyformic acid, reducing agents
Sodium peroxide	acetic acid, benzene, hydrogen sulfide metals, oxidizers, peroxyformic acid, phosphorous, reducers, sugars, water
Sulfides	acids
Sulfuric acid	potassium chlorates, potassium perchlorate, potassium permanganate

Appendix E:

Flinn Compatible Chemical Family Storage Recommendations

Appendix E: Flinn Compatible Chemical Family Storage Recommendations

Below you will find codes for both Organic and Inorganic compatible family groups to assist in creating a storage system that will properly segregate chemicals in the storeroom/stockroom science laboratories.

Organic Compatible Family	Inorganic Compatible Family
O1 – Acids, Amino Acids, Anhydrides, Peracids	I1 – Metals, Hydrides
O2 – Alcohols, Glycols, Sugars, Amines, Amides, Imines, Imides	I2 – Acetates, Halides, Iodides, Sulfates, Sulfites, Thiosulfates, Phosphates, Halogens
O3 – Hydrocarbons, Esters, Aldehydes, Oils	I3 – Amides, Nitrates (except Ammonium Nitrate), Nitrites, Azides
O4 – Ethers, Ketones, Ketenes, Halogenated Hydrocarbons, Ethylenene Oxide	I4 – Hydroxides, Oxides, Silicates, Carbonates, Carbon
O5 – Epoxy Compounds, Isocyanates	I5 – Sulfides, Selenides, Phosphides, Carbides, Nitrides
O6 – Peroxides, Hydroperoxides, Azides	I6 – Chlorates, Bromates, Iodates, Chlorites, Hypochlorites, Perchlorates, Perchloric Acid, Peroxides, Hydrogen Peroxide
O7 – Sulfides, Polysulfides, Sulfoxides, Nitriles	I7 – Arsenates, Cyanides, Cyanates
O8 – Phenols, Cresols	I8 – Borates, Chromates, Manganates, Permanganates
O9 – Dyes, Stains, Indicators	I9 – Acids (except Nitric. Nitric acid is isolated and stored by itself)
OM - Miscellaneous	I10 – Sulfur, Phosphorus, Arsenic, Phosphorous Pentoxide
	IM - Miscellaneous

Suggested Shelf Storage Pattern - Inorganic

INORGANIC #10
Sulfur, Phosphorus, Arsenic, Phosphorus Pentoxide

INORGANIC #2
Halides, Sulfates, Sulfites, Thiosulfates, Phosphates, Halogens, Acetates, Oxalates, Phthalates, Oleates

INORGANIC #3
Amides, Nitrates (not Ammonium Nitrate), Nitrites, Azides
(Store Ammonium Nitrate away from all other substances—*ISOLATE IT!*)

INORGANIC #1
Metals & Hydrides
(Store away from any water.)
(Store flammable solids in flammables cabinet.)

INORGANIC #4
Hydroxides, Oxides, Silicates, Carbonates, Carbon

INORGANIC #7
Arsenates, Cyanides, Cyanates
(Store away from any water.)

INORGANIC #5
Sulfides, Selenides, Phosphides, Carbides, Nitrides

INORGANIC #8
Borates, Chromates, Manganates, Permanganates, Molybdates, Vanadates

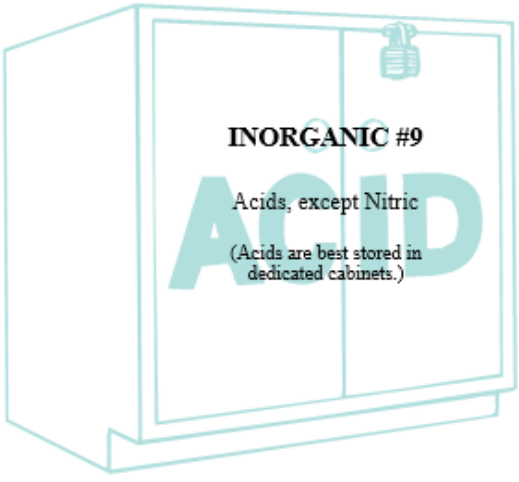
INORGANIC #6
Chlorates, Bromates, Iodates, Chlorites, Hypochlorites, Perchlorates, Perchloric Acid, Peroxides, Hydrogen Peroxide

MISCELLANEOUS

If possible avoid using the floor.

Storage Suggestions

1. Avoid storing chemicals on the floor (even temporarily).
2. No top shelf chemical storage.
3. No chemicals stored above eye level.
4. Shelf assemblies are firmly secured to walls. Avoid island shelf assemblies.
5. Provide anti-roll-off lips on all shelves.
6. Ideally, shelving assemblies would be of wood construction.
7. Avoid adjustable metal shelf supports and clips. Better to use fixed, wooden supports.
8. Store acids in a dedicated acid cabinet. Store nitric acid in the same cabinet **only** if isolated from other acids. Store both inorganic and some organic acids in the acid cabinet.
9. Store flammables in a dedicated flammables cabinet.
10. Store severe poisons in a dedicated poisons cabinet.



Store nitric acid away from other acids unless your acid cabinet provides a separate compartment for nitric acid.

Suggested Shelf Storage Pattern - Organic

ORGANIC #2
Alcohols, Glycols, Sugars, Amines, Amides, Imines, Imides
(Store flammables in a dedicated cabinet.)

ORGANIC #3
Hydrocarbons, Oils, Esters, Aldehydes
(Store flammables in a dedicated cabinet.)

ORGANIC #4
Ethers, Ketones, Ketenes, Halogenated Hydrocarbons, Ethylene Oxide
(Store flammables in a dedicated cabinet.)

ORGANIC #5
Epoxy Compounds, Isocyanates

ORGANIC #7
Sulfides, Polysulfides, etc.

ORGANIC #8
Phenols, Cresols

ORGANIC #6
Peroxides, Azides, Hydroperoxides

ORGANIC #1
Acids, Amino Acids, Anhydrides, Peracids
(Store **certain** organic acids in acid cabinet.)

ORGANIC #9
Dyes, Stains, Indicators
(Store alcohol-based solutions in flammables cabinet.)

MISCELLANEOUS

If possible avoid using the floor.

How To

Maximize Storage Space

If shelf space is a problem, you are permitted to place more than one compatible chemical family on a shelf. Make sure you either have a physical divider or leave a 3" space between each family. This will maximize your tight shelf space while keeping each compatible chemical family separate from one another.

Appendix F:

CA Department of Industrial Regulations
(8 CCR §5191)

Appendix F: CA Department of Industrial Regulations (8 CCR §5191)

§5191. Occupational Exposure to Hazardous Chemicals in Laboratories.

(a) Scope and application.

(1) This section shall apply to all employers engaged in the laboratory use of hazardous chemicals as defined below.

(2) Where this section applies, it shall supersede, for laboratories, the requirements of Title 8 of the California Code of Regulations Section 5190 and Article 110, Regulated Carcinogens of the General Industry Safety Orders, except as follows:

(A) The requirement to limit employee exposure to the specific exposure limit.

(B) When that particular regulation states otherwise, as in the case of Section 5209(c)(6).

(C) Prohibition or prevention of eye and skin contact where specified by any health regulation shall be observed.

(D) Where the action level (or in the absence of an action level, the exposure limit) is exceeded for a regulated substance with exposure monitoring and medical surveillance requirements.

(E) The “report of use” requirements of Article 110, (Section 5200 et. seq.) Regulated Carcinogens regulations.

(F) Section 5217 shall apply to anatomy, histology and pathology laboratories.

(3) This regulation shall not apply to:

(A) Uses of hazardous chemicals which do not meet the definition of laboratory use, and in such cases, the employer shall comply with the relevant regulations in Title 8, California Code of Regulations, even is such use occurs in a laboratory.

(B) Laboratory uses of hazardous chemicals which provide no potential for employee exposure. Examples of such conditions might include:

1. Procedures using chemically-impregnated test media such as Dip-and-Read tests where a reagent strip is dipped into the specimen to be tested and the results are interpreted by comparing the color reaction to a color chart supplied by the manufacturer of the test strip; and

2. Commercially prepared kits such as those used in performing pregnancy tests in which all of the reagents needed to conduct the test are contained in the kit.

(b) Definitions

Action level. A concentration designated in Title 8, California Code of Regulations for a specific substance, calculated as an eight (8)-hour time weighted average, which initiates certain required activities such as exposure monitoring and medical surveillance.

Carcinogen (see “select carcinogen”).

Chemical Hygiene Officer. An employee who is designated by the employer, and who is qualified by training or experience, to provide technical guidance in the development and implementation of the provisions of the Chemical Hygiene Plan. This definition is not intended to place limitations on the position

description or job classification that the designated individual shall hold within the employer's organizational structure.

Chemical Hygiene Plan. A written program developed and implemented by the employer which sets forth procedures, equipment, personal protective equipment and work practices that

(1) are capable of protecting employees from the health hazards presented by hazardous chemicals used in that particular work place and

(2) meets the requirements of subsection 5191(e).

Chief. The Chief of the Division of Occupational Safety and Health.

Designated area. An area which may be used for work with “select carcinogens,” reproductive toxins or substances which have a high degree of acute toxicity. A designated area may be the entire laboratory, an area of a laboratory or a device such as a laboratory hood.

Emergency. Any occurrence such as, but not limited to, equipment failure, rupture of containers or failure of control equipment which results in an uncontrolled release of a hazardous chemical into the workplace.

Employee. An individual employed in a laboratory workplace who may be exposed to hazardous chemicals in the course of his or her assignments.

Hazardous chemical. Any chemical which is classified as health hazard or simple asphyxiant in accordance with the Hazard Communication Standard (Section 5194).

Health hazard. A chemical that is classified as posing one of the following hazardous effects: Acute toxicity (any route of exposure); skin corrosion or irritation; serious eye damage or eye irritation; respiratory or skin sensitization; germ cell mutagenicity; carcinogenity; reproductive toxicity; specific target organ toxicity (single or repeated exposure); aspiration hazard. The criteria for determining whether a chemical is classified as a health hazard are detailed in Appendix A of the Hazard Communication Standard (Section 5194) and Section 5194(c) (definition of “simple asphyxiant”).

Laboratory. A facility where the “laboratory use of hazardous chemicals” occurs. It is a workplace where relatively small quantities of hazardous chemicals are used on a non-production basis.

Laboratory scale. Work with substances in which the containers used for reactions, transfers, and other handling of substances are designed to be easily and safely manipulated by one person. “Laboratory scale” excludes those workplaces whose function is to produce commercial quantities of materials.

Laboratory-type hood. A device located in a laboratory, enclosed on five sides with a movable sash or fixed partial enclosure on the remaining side; constructed and maintained to draw air from the laboratory and to prevent or minimize the escape of air contaminants into the laboratory; and allows chemical manipulations to be conducted in the enclosure without insertion of any portion of the employee's body other than hands and arms.

Walk-in hoods with adjustable sashes meet the above definition provided that the sashes are adjusted during use so that the airflow and the exhaust of air contaminants are not compromised and employees do not work inside the enclosure during the release of airborne hazardous chemicals.

Laboratory use of hazardous chemicals. Handling or use of such chemicals in which all of the following conditions are met:

(1) Chemical manipulations are carried out on a “laboratory scale”;

(2) Multiple chemical procedures or chemicals are used;

(3) The procedures involved are not part of a production process, nor in any way simulate a production process; and

(4) “Protective laboratory practices and equipment” are available and in common use industry-wide to minimize the potential for employee exposure to hazardous chemicals.

Medical consultation. A consultation which takes place between an employee and a licensed physician for the purpose of determining what medical examinations or procedures, if any, are appropriate in cases where a significant exposure to a hazardous chemical may have taken place.

Mutagen. Chemicals that cause permanent changes in the amount or structure of the genetic material in a cell. Chemicals classified as mutagens in accordance with the Hazard Communication Standard (Section 5194) shall be considered mutagens for purposes of this section.

Physical hazard. A chemical that is classified as posing one of the following hazardous effects: Explosive; flammable (gases, aerosols, liquids, or solids); combustible liquid; oxidizer (liquid, solid, or gas); self-reactive; pyrophoric (gas, liquid or solid); self-heating; organic peroxide; corrosive to metal; gas under pressure; in contact with water emits flammable gas; water-reactive; or combustible dust. The criteria for determining whether a chemical is classified as a physical hazard are in Appendix B of the Hazard Communication Standard (Section 5194) and Section 5194(c) (definitions of “combustible dust,” “combustible liquid,” “water-reactive” and “pyrophoric gas”).

Protective laboratory practices and equipment. Those laboratory procedures, practices and equipment accepted by laboratory health and safety experts as effective, or that the employer can show to be effective, in minimizing the potential for employee exposure to hazardous chemicals.

Reproductive toxins. Chemicals which affect the reproductive capabilities including chromosomal damage (mutations), effects on fetuses (teratogenesis), adverse effects on sexual function and fertility in adult males and females, as well as adverse effects on the development of the offspring. Chemicals classified as reproductive toxins in accordance with the Hazard Communication Standard (Section 5194) shall be considered reproductive toxins for purposes of this section.

Select carcinogen. Any substance which meets one of the following criteria:

(1) It is regulated by Cal/OSHA as a carcinogen; or

(2) It is listed under the category, “known to be carcinogens,” in the Annual Report on Carcinogens published by the National Toxicology Program (NTP) (1985 edition); or

(3) It is listed under Group 1 (“carcinogenic to humans”) by the International Agency for Research on Cancer Monographs (IARC) (Volumes 1-48 and Supplements 1-8); or

(4) It is listed in either Group 2A or 2B by IARC or under the category, “reasonably anticipated to be carcinogens” by NTP, and causes statistically significant tumor incidence in experimental animals in accordance with any of the following criteria:

(A) After inhalation exposure of 6-7 hours per day, 5 days per week, for a significant portion of a lifetime to dosages of less than 10 mg/m3;

(B) After repeated skin application of less than 300 mg/kg of body weight per week; or

(C) After oral dosages of less than 50 mg/kg of body weight per day.

(c) Exposure limits. For laboratory uses of Cal/OSHA regulated substances, the employer shall ensure that laboratory employees' exposures to such substances do not exceed the exposure limits specified in Title 8, California Code of Regulations, Group 16, Section 5139 et seq., of the General Industry Safety Orders.

(d) Employee exposure determination

(1) Initial monitoring. The employer shall measure the employee's exposure to any substance regulated by a standard which requires monitoring if there is reason to believe that exposure levels for that substance exceed the action level (or in the absence of an action level, the exposure limit). The person supervising, directing or evaluating the monitoring shall be competent in industrial hygiene practice.

(2) Periodic monitoring. If the initial monitoring prescribed by subsection 5191(d)(1) discloses employee exposure over the action level (or in the absence of an action level, the exposure limit), the employer shall immediately comply with the exposure monitoring provisions of the relevant regulation.

(3) Termination of monitoring. Monitoring may be terminated in accordance with the relevant regulation.

(4) Employee notification of monitoring results. The employer shall, within 15 working days after the receipt of any monitoring results, notify the employee of these results in writing either individually or by posting results in an appropriate location that is accessible to employees.

(e) Chemical hygiene plan.

(1) Where hazardous chemicals as defined by this regulation are used in the workplace, the employer shall develop and carry out the provisions of a written Chemical Hygiene Plan which is:

(A) Capable of protecting employees from health hazards associated with hazardous chemicals in that laboratory and

(B) Capable of keeping exposures below the limits specified in subsection 5191(c).

(2) The Chemical Hygiene Plan shall be readily available to employees. employee representatives and, upon request, to the Chief.

(3) The Chemical Hygiene Plan shall include each of the following elements and shall indicate specific measures that the employer will take to ensure laboratory employee protection;

(A) Standard operating procedures relevant to safety and health considerations to be followed when laboratory work involves the use of hazardous chemicals:

(B) Criteria that the employer will use to determine and implement control measures to reduce employee exposure to hazardous chemicals including engineering controls, the use of personal protective equipment and hygiene practices; particular attention shall be given to the selection of control measures for chemicals that are known to be extremely hazardous;

(C) A requirement that fume hoods comply with Section 5154.1, that all protective equipment shall function properly and that specific measures shall be taken to ensure proper and adequate performance of such equipment;

(D) Provisions for employee information and training as prescribed in subsection 5191(f);

(E) The circumstances under which a particular laboratory operation, procedure or activity shall require prior approval from the employer or the employer's designee before implementation;

(F) Provisions for medical consultation and medical examinations in accordance with subsection 5191(g);

(G) Designation of personnel responsible for implementation of the Chemical Hygiene Plan including the assignment of a Chemical Hygiene officer and, if appropriate, establishment of a Chemical Hygiene Committee; and

(H) Provisions for additional employee protection for work with particularly hazardous substances. These include “select carcinogens,” reproductive toxins and substances which have a high degree of acute toxicity. Specific consideration shall be given to the following provisions which shall be included where appropriate;

1. Establishment of a designated area;

2. Use of containment devices such as fume hoods or glove boxes;

3. Procedures for safe removal of contaminated waste; and

4. Decontamination procedures.

(4) The employer shall review and evaluate the effectiveness of the Chemical Hygiene Plan at least annually and update it as necessary.

Note: Appendix A of this section is non-mandatory but provides guidance to assist employers in the development of the Chemical Hygiene Plan.

(f) Employee information and training.

(1) The employer shall provide employees with information and training to ensure that they are apprised of the hazards of chemicals present in their work area. Information and training may relate to an entire class of hazardous substances to the extent appropriate.

(2) Such information shall be provided at the time of an employee's initial assignment to a work area where hazardous chemicals are present and prior to assignments involving new exposure situations. The frequency of refresher information and training shall be determined by the employer.

(3) Information. Employees shall be informed of:

(A) The contents of this regulation and its appendices which shall be available to employees;

(B) The location and availability of the employer's Chemical Hygiene Plan;

(C) The exposure limits for Cal/OSHA regulated substances or recommended exposure limits for other hazardous chemicals where there is no applicable Cal/OSHA regulation;

(D) Signs and symptoms associated with exposures to hazardous chemicals used in the laboratory; and

(E) The location and availability of known reference material on the hazards, safe handling, storage and disposal of hazardous chemicals found in the laboratory including, but not limited to, Safety Data Sheets received from the chemical supplier.

(4) Training.

(A) Employee training shall include;

1. Methods and observations that may be used to detect the presence or release of a hazardous chemical (such as monitoring conducted by the employer, continuous monitoring devices, visual appearance or odor of hazardous chemicals when being released, etc.);

2. The physical and health hazards of chemicals in the work area; and

3. The measures employees can take to protect themselves from these hazards, including specific procedures the employer has implemented to protect employees from exposure to hazardous chemicals, such as appropriate work practices, emergency procedures, and personal protective equipment to be used.

(B) The employee shall be trained on the applicable details of the employer's written Chemical Hygiene Plan.

(g) Medical consultation and medical examinations.

(1) The employer shall provide all employees who work with hazardous chemicals an opportunity to receive medical attention, including any follow-up examinations which the examining physician determines to be necessary, under the following circumstances;

(A) Whenever an employee develops signs or symptoms associated with a hazardous chemical to which the employee may have been exposed in the laboratory, the employee shall be provided an opportunity to receive an appropriate medical examination.

(B) Where exposure monitoring reveals an exposure level above the action level (or in the absence of an action level, the exposure limit) for a Cal/OSHA regulated substance for which there are exposure monitoring and medical surveillance requirements, medical surveillance shall be established for the affected employee as prescribed by the particular standard.

(C) Whenever an event takes place in the work area such as a spill, leak, explosion or other occurrence resulting in the likelihood of a hazardous exposure, the affected employee shall be provided an

opportunity for a medical consultation. Such consultation shall be for the purpose of determining the need for a medical examination.

(2) All medical examinations and consultations shall be performed by or under the direct supervision of a licensed physician and shall be provided without cost to the employee, without loss of pay and at a reasonable time and place.

(3) Information provided to the physician. The employer shall provide the following information to the physician;

(A) The identity of the hazardous chemical(s) to which the employee may have been exposed;

(B) A description of the conditions under which the exposure occurred including quantitative exposure data, if available; and

(C) A description of the signs and symptoms of exposure that the employee is experiencing, if any.

(4) Physician's written opinion.

(A) For examination or consultation required under this standard, the employer shall obtain a written opinion from the examining physician which shall include the following;

1. Any recommendation for further medical follow-up;

2. The results of the medical examination and any associated tests, if requested by the employee;

3. Any medical condition which may be revealed in the course of the examination which may place the employee at increased risk as a result of exposure to a hazardous chemical found in the workplace; and

4. A statement that the employee has been informed by the physician of the results of the consultation or medical examination and any medical condition that may require further examination or treatment.

(B) The written opinion shall not reveal specific findings of diagnoses unrelated to occupational exposure.

(h) Hazard identification.

(1) With respect to labels and safety data sheets;

(A) Employers shall ensure that labels on incoming containers of hazardous chemicals are not removed or defaced.

(B) Employers shall maintain in the workplace any safety data sheets that are received with incoming shipments of hazardous chemicals, and ensure that they are readily accessible to laboratory employees during each work shift when they are in their work area(s).

(2) The following provisions shall apply to chemical substances developed in the laboratory;

(A) If the composition of the chemical substance which is produced exclusively for the laboratory's use is known, the employer shall determine if it is a hazardous chemical as defined in subsection 5191(b). If the chemical is determined to be hazardous, the employer shall provide appropriate training as required under subsection 5191(f).

(B) If the chemical produced is a byproduct whose composition is not known, the employer shall assume that the substance is hazardous and shall implement subsection 5191(e).

(C) If the chemical substance is produced for commercial purposes by another user outside of the laboratory, the employer shall comply with the Hazard Communication Standard (Section 5194) including the requirements for preparation of safety data sheets and labeling.

(i) Use of respirators.

Where the use of respirators is necessary to maintain exposure below permissible exposure limits, the employer shall provide, at no cost to the employee, the proper respiratory equipment. Respirators shall be selected and used in accordance with the requirements of Section 5144.

(j) Recordkeeping.

(1) The employer shall establish and maintain for each employee an accurate record of any measurements taken to monitor employee exposures and any medical consultation and examinations including tests or written opinions required by this regulation.

(2) The employer shall ensure that such records are kept, transferred, and made available in accordance with Section 3204.

(k) Dates

(1) Employers shall have developed and implemented a written Chemical Hygiene Plan no later than October 31, 1991.

(2) Subsection (a) (2) shall not take effect until the employer has developed and implemented a written Chemical Hygiene Plan.

(*l*) Appendices. The information contained in the appendices is not intended, by itself, to create any additional obligations not otherwise imposed or to detract from any existing obligation.

Note: Authority cited: Sections 142.3 and 9020, Labor Code. Reference: Sections 142.3, 9004(d), 9009 and 9020, Labor Code.

Exhibit N
Immunization Policy

IMMUNIZATION POLICY

To protect the well-being of all students, families, and staff and to limit the spread of communicable diseases, OFY-San Gabriel follows federal and state laws and cooperates with local public health agencies to assure proper immunization of all enrolled students against preventable disease. Each student enrolling in OFY-San Gabriel for the first time shall have an immunization record from any authorized private or public health care provider, confirming that the student has received all immunizations as required by law.

Personal Belief Exemptions:
Effective January 1, 2016, parents and guardians of students in any California school are no longer allowed to submit a new personal beliefs exemption (PBE) to currently required vaccines.

Medical Exemptions:
Students may be exempt from immunization requirements if they have a valid medical exemption. Medical exemptions can be permanent or temporary based on a licensed physician's findings (M.D. or D.O.). All medical exemptions must be issued electronically through the California Immunization Registry – Medical Exemption (CAIR-ME) utilizing a standard form.

All medical exemptions issued before January 1, 2020 continue to be valid except as explained below:

- Parents of students with existing medical exemptions will need to submit a new exemption when the student begins a new "grade span." Here, that means when a student enrolls into 7th grade. Students who were at least in 7th grade before January 1, 2020 with a properly submitted permanent medical exemption to OFY-San Gabriel (provided before January 1, 2020) can finish secondary school without submitting a new medical exemption.
- The only existing medical exemptions that may be revoked are those that were written by a physician subject to disciplinary action by the Medical Board of California or the Osteopathic Medical Board of California.

All medical exemptions must be reviewed and receive confirmation of validity prior to enrollment by the school designee. Please contact your school nurse with any questions.

Independent Study:
Students will not be required to complete immunizations for entry if they attend an independent study program with no classroom-based instruction. However, an immunization record is still required for these students because schools must maintain and report records of immunizations

for all students. Virtual/Online students without complete immunizations will not be allowed to attend any school-sanctioned events that require presence in school or in a public place with other students such as field trips or sports.

Serving Students with Exceptional Needs:
Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status.

Enrolling Homeless and Foster Youth:
OFY-San Gabriel will enroll new students who are McKinney-Vento students (homeless) or foster children even if their immunization records are missing or unavailable at the time of enrollment. The school will provide the student's guardians with information on vaccinations needed and work with the student's family and/or foster family to ensure the student receives necessary vaccinations.

Conditional Enrollment:
Any student seeking admission may be admitted conditionally if either of the following applies:

1. The student has commenced receiving doses of all immunizations required for the student's age or grade and is not currently due for any doses at the time of admission. Remaining dose(s) are due based on interval timing. For more information about conditional enrollment requirements please see: laws conditional admission (ca.gov).
2. A valid statement of Temporary Medical Exemption is submitted with immunization records for required shots not exempted. The student must complete all the required immunizations or obtain a new valid medical exemption when the temporary exemption terminates. Remaining dose(s) are due based on interval timing.

OFY-San Gabriel shall review the records for conditional entrants at least every (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)

Exhibit O
Medication Policy

MEDICATION POLICY

The Governing Board (the "Board") of Options for Youth- San Gabriel, Inc. ("Charter School") 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"), samples of which are attached hereto, from the student's parent/legal guardian and an authorized health care provider (defined herein below) who is responsible for the medical treatment of the student. All medications, including nutritional supplements, herbal remedies, prescription, and over the counter medication taken by students during school hours are subject to this policy and shall require a complete and signed Medication Form. Using one of the sample Medication Forms attached hereto is recommended but not required. Forms specific to asthma, seizures, diabetes, and allergies may be utilized in place of the Medication Form for students requiring medications for these conditions. Please contact the Principal for more information about the alternative forms.

Except in emergency situations as set forth herein, only a School Nurse may administer medication to a student. Other school personnel may not administer medication but may assist the student with self-administering medication. Students may carry and self-administer medication only if the Charter School has received an appropriate Medication Form, and the self-administration must be observed by the School Nurse or other school personnel.

Whenever possible, medication should be administered at home and outside of school hours. This may require slight adjustments of the medication schedule which should be discussed with the authorized health care provider (defined herein below) and/or pharmacist. Emergency medications and other medications that are required on an "as needed" basis such as "rapid" or "fast-acting" inhalers, emergency seizure medication, emergency hypoglycemia medication, and epinephrine auto-injectors are recommended to be provided to the Charter School in accordance with this policy and available at all times. If a Medication Form is not received for these medications and the medication is needed at school, the emergency medical services system may be activated unless the parent or legal guardian is available to administer the medication or to transport the student for treatment.

Whenever required or practicable, the Charter School will ensure:

- The necessary medical documentation is received and reviewed by a School Nurse,
- Faculty has been properly trained, and
- All necessary supplies including emergency medications are obtained prior to a student's first day of attendance.

Emergency Medication for Anaphylaxis

In accordance with Education Code Section 49414, the Charter School shall provide emergency epinephrine auto-injectors to a School Nurse or trained personnel who have volunteered, and a School Nurse or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. A School Nurse, or trained personnel who have volunteered if a School Nurse is not onsite or available, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available. If the epinephrine auto-injector is used, it shall be restocked as soon as reasonably possible, but no later than two (2) weeks after it is used. Epinephrine auto-injectors shall be restocked before their expiration date.

Emergency Medication for Opioid Overdose

In accordance with Education Code Section 49414.3, the Charter School may elect to make emergency naloxone hydrochloride or another opioid antagonist available for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Charter School shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication.

A School Nurse, or trained personnel who have volunteered if a School Nurse is not onsite or available, may administer naloxone hydrochloride or another opioid antagonist to a person exhibiting potentially 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 or contracted with the Charter School, including a nonmedical employee, who has volunteered or consented to administer medication, has been trained by qualified medical personnel, and who may legally administer the medication to the student or otherwise assist the student in the administration of the medication. It is recommended that these employees be CPR, AED and first aid certified.

"Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication, which may include:

- California licensed physicians and surgeons,
- California licensed dentists,
- California licensed nurse practitioner (must include the furnishing number and the name, address, and telephone number of the supervising physician), and/or
- California licensed physician assistants.

"School Nurse" means an individual employed by the Charter School, or under contract with the Charter School, who is a currently licensed registered nurse and is credentialed pursuant to Education Code Section 44877.

Authorization to Administer Medication Form

The Medication Form must:

- Include the student's name and date of birth,
- Include the name of the medication to be administered and the reason for administration,
- State that the parent/legal guardian consents to and authorizes the Charter School to assist the student with the administration of medication during school hours as instructed by the authorized health care provider on the Medication Form,
- Be signed by a parent/legal guardian or adult student,
- Be signed by the authorized health care provider and include a written statement from such authorized health care provider detailing:
    - The method, dosage/amount, and frequency/schedule by which such medication is to be taken at school,
    - Any possible side effects of such medication, and
    - For medication prescribed on an as needed basis (PRN), the specific symptoms that necessitate administration of medication, the allowable frequency for administration, and indications for referral for medical evaluation,
- Include the name, address, telephone number and signature of the authorized health care provider,
- State that the parent/legal guardian consents to and authorizes other designated school personnel to contact the pharmacist, authorized health care provider, and/or student's physician should questions arise with regard to the administration of medication at school,
- State that the parent/legal guardian agrees to provide the necessary medication, supplies and equipment,
- State that the parent/legal guardian agrees to immediately notify the Charter School if there is a change in the student's medication, health status, or authorized health care provider who prescribed the medication, and
- State that the parent/legal guardian agrees to immediately notify the Charter School and provide new consent for any changes in the authorized health care provider's authorizations regarding the medication.

For a student to carry and self-administer medication, the Medication Form must also include the following:

- Written confirmation from the authorized health care provider that, in their opinion, the student is able to competently self-carry and safely self-administer the medication according to the authorized health care provider's instructions on the Medication Form,
- Parent/legal guardian consent for the student to self-carry and self-administer medication while at school, and
- Parent/legal guardian release of the Charter School and school personnel from civil liability if the 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.

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 auto-injectors by the Charter School.
9. <u>If the Charter School elects to stock emergency opioid antagonists to be administered in emergency situations:</u>
    a. <u>Initial training and annual refresher training will be provided to volunteers at no cost to the volunteers and during the volunteers' working hours.</u> 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.

<u>Responsibility of Parents, Legal Guardians and Adult Students</u>

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.

Exhibit P
Proposed Budget

Options for Youth San Gabriel

Budget - Fiscal Years 2027-28 through 2029-30

				Budgeted ADA	399.00	399.00	399.00
Description	**Object Code**	**Ledger Account**	**Revenue / Spend Category**		**FY2027-28**	**FY2028-29**	**FY2029-30**
REVENUES							
LCFF Sources							
State Aid - CY	**8011**	43000:State Revenue	RC08 LCFF Transition		3,931,994	4,102,133	4,278,324
Education Protection Account State Aid - CY	**8012**	43000:State Revenue	RC14 EPA		1,297,827	1,337,930	1,379,539
Transfers to Charter School in Lieu of Property Taxes	**8096**	43000:State Revenue	RC12 In Lieu Property Taxes		1,568,669	1,568,669	1,568,669
Total, LCFF Sources					**6,798,490**	**7,008,732**	**7,226,532**
Other State Revenues							
Special Education - State	**StateRevSE**	41500:Special Education	RC27 Special Education - AB602 (Certificated)		395,292	395,292	395,292
All Other State Revenue	**8550**	43000:State Revenue	RC09 Mandate Block Grant		21,031	21,031	21,031
	8560	43000:State Revenue	RC15 State Lottery		113,493	113,493	113,493
Total, Other State Revenues					**529,815**	**529,815**	**529,815**
Total Revenues					**7,328,305**	**7,538,547**	**7,756,347**
EXPENDITURES							
Certificated Salaries							
Teacher's Salaries	**1100**	50000:Certificated Salaries & Wages			2,302,445	2,348,494	2,395,464
		50500:Certificated Additional Duties			106,080	108,202	110,366
		51000:Certificated Incentives			132,326	134,972	137,672
		52000:Certificated Payroll Taxes			215,761	220,077	224,478
Total, Certificated Salaries					**2,756,612**	**2,811,744**	**2,867,979**
Non-Certificated Salaries							
Non-Certificated Salaries	**2100**	50100:Non-Certificated Salaries & Wages			206,595	210,727	214,941
		51100:Non-Certificated Incentives			13,959	14,238	14,523
		51600:Non Certificated Stipends			101,235	103,260	105,325
		52100:Non-Certificated Payroll Taxes			27,323	27,870	28,427
Total, Non-Certificated Salaries					**349,112**	**356,094**	**363,216**
Employee Benefits							
Health and Welfare Benefits	**3401-3402**	53000:Certificated Group Insurance			287,992	293,751	299,626
		53100:Non-Certificated Group Insurance			30,338	30,944	31,563
Workers' Comp Insurance	**3601-3602**	54000:Certificated Workers Comp			30,651	30,651	30,651
		54100:Non-Certificated Workers Comp			4,517	4,517	4,517
Other Employee Benefits	**3901-3902**	55000:Other Certificated Benefits			3,456	3,526	3,596
		55100:Other Non-Certificated Benefits			214	218	222
		56000:Certificated 401k Contributions			74,245	75,730	77,244
		56100:Non-Certificated 401k Contributions			5,883	6,000	6,120
		57100:Other Non-Certificated Vacation Expense			3,172	3,235	3,300
		59900:Other Employee Related Costs	SC027 Temporary Help		20,600	20,600	20,600
			SC029 Recruitment Fees		3,000	3,000	3,000
			SC033 Tuition Reimbursement		18,000	18,000	18,000
Total, Employee Benefits					**482,067**	**490,173**	**498,441**
Books and Supplies							
Approved Textbooks and Core Curricula Materials	**4100**	60400:Curriculum			18,180	18,545	19,298
Materials and Supplies	**4300**	60000:Student Services	SC057 Printing & Reproduction		606	618	643
			SC071 Student Supplies		16,665	17,000	17,690
		70000:G&A Expense	SC086 Postage & Delivery		18,180	18,545	19,298
			SC087 Office Supplies		19,392	19,782	20,585
			SC088 Other G&A Expenses		18,180	18,545	19,298
		70640:Materials	SC160 Tech Materials - Laptop		10,100	10,303	10,721
			SC192 Miscellaneous/Other Technical Equipment		17,170	17,515	18,226
			SC194 Tech Materials - Chromebook		80,800	82,424	85,771
Noncapitalized Equipment	**4400**	60200:Other Equipment	SC010 Furniture & Fixtures		10,000	10,000	10,000
			SC016 Leasehold Improvements		10,100	10,303	10,721
		60300:IT Expense	SC018 Software		7,171	7,315	7,612
Food	**4700**	60000:Student Services	SC065 Program Non-Travel Meals		18,180	18,545	19,298
		71200:Travel & Entertainment	SC123 Meals		6,767	6,903	7,183
Total, Books and Supplies					**251,491**	**256,345**	**266,348**
Services and Other Operating Agreements							
Subagreements for Services	**5100**	60000:Student Services	SC460 Student Engagement Programs		27,270	27,818	28,948
		60600:Student Activities	SC276 Student Activities - College Tours, Experiential Trips		126,079	128,614	133,836

Options for Youth San Gabriel

Budget - Fiscal Years 2027-28 through 2029-30

				Budgeted ADA	399.00	399.00	399.00
Description	**Object Code**	**Ledger Account**	**Revenue / Spend Category**		**FY2027-28**	**FY2028-29**	**FY2029-30**
			SC280 Student Activities - Graduation		26,260	26,788	27,876
			SC281 Student Activities - Sports		37,370	38,121	39,669
			SC282 Student Activities - Field Trips		58,580	59,757	62,184
		60700:Student Travel Expenses	SC063 Program Transportation		151,500	154,545	160,820
		63000:Consulting	SC050 General Consulting		4,040	4,121	4,289
			SC051 Data Management - Other		88,577	90,357	94,026
			SC053 IT Services - Other		26,664	27,200	28,304
			SC055 Special Education SPED Services		254,520	259,636	270,178
			SC217 IT Services - Hardware Support		26,563	27,097	28,197
			SC328 CTE Services		25,864	26,384	27,455
		63100:Educational Services - Add On	SC367 Art Program Subscription Fees		3,030	3,091	3,216
			SC364 Curriculum Development		47,470	48,424	50,390
			SC370 Student Record Services		9,090	9,273	9,649
Travel & Conferences	**5200**	70000:G&A Expense	SC127 Conferences		6,060	6,182	6,433
		71200:Travel & Entertainment	SC103 Parking & Tolls		1,212	1,236	1,287
			SC120 Travel - Airfare & Hotel		12,120	12,364	12,866
			SC121 Mileage		8,585	8,758	9,113
Dues & Memberships	**5300**	70300:Dues & Subscriptions	SC098 Subscriptions		66,660	68,000	70,761
			SC099 Membership Fees		24,240	24,727	25,731
Insurance	**5400**	71000:Insurance Expense	SC113 Property/Casualty Insurance		51,998	53,043	55,196
Operations and Housekeeping Services	**5500**	70000:G&A Expense	SC110 Security		3,636	3,709	3,860
		70620:Utilities	SC202 Water/Gas/Electric/Trash		31,512	32,145	33,451
		70630:Maintenance	SC109 Custodial		20,604	21,018	21,872
			SC111 Facilities Charges		16,968	17,309	18,012
			SC251 Property Management		23,709	23,709	23,709
Rentals, Leases, Repairs, and Noncap Improvements	**5600**	70000:G&A Expense	SC132 Office Equipment leases/Rentals		7,272	7,418	7,719
			SC221 Storage		15,756	16,073	16,725
		70500:Rent	SC001 Rent - Other		237,087	237,087	237,087
			SC457 Lease Expense (ROU)		5,455	5,455	5,455
		70630:Maintenance	SC108 Repairs & Maintenance		18,180	18,545	19,298
Professional/Consulting services and Operating Expend.	**5800**	60100:Program Equipment	SC253 Sports Equipment		10,201	10,406	10,829
		60800:Service Fees	SC303 Service Fee - Back Office, HR, Board Relations		501,989	516,391	531,310
			SC304 Charter Management Fee		305,932	315,393	-
			SC305 Service Fee - Educational Services		366,415	376,927	387,817
			SC470 Sole Member Fees		33,992	35,044	36,133
		63000:Consulting	SC046 Accounting Consulting		19,233	19,233	19,233
			SC054 Legal		44,440	45,333	47,174
		70000:G&A Expense	SC125 Cellular Phone		8,484	8,655	9,006
			SC129 Staff Development		18,180	18,545	19,298
			SC131 Company Events		6,060	6,182	6,433
			SC309 Board of Directors		20,200	20,606	21,443
		70100:Service Charges	SC093 HR Benefits Process Charges		2,945	3,004	3,126
			SC451 Specialized Marketing Services		11,110	11,333	11,793
		70400:Tax Expense	SC100 Business Tax & License		1,365	1,393	1,449
			SC114 Property Taxes		2,807	2,864	2,980
		71100:Marketing	SC115 Advertising		65,650	66,970	69,689
			SC116 Business Promotion		10,100	10,303	10,721
			SC117 Marketing Materials		10,100	10,303	10,721
		71400:District Admin Fees	SC026 District Admin Fees		67,985	70,087	72,265
		71450:Charges & Fees	SC148 Processing Fees		3,030	3,091	3,216
Communications	**5900**	70620:Utilities	SC105 Telephone		1,212	1,236	1,287
			SC106 Internet		63,024	64,291	66,901
			SC458 Remote Business Expense		3,636	3,709	3,860
Total, Services and Other Operating Expenditures					**3,042,021**	**3,109,302**	**2,884,296**
Capital Outlay							
Depreciation Expense (accrual basis only)	**6900**	70200:Depreciation			46,393	46,393	46,393
Total, Capital Outlay					**46,393**	**46,393**	**46,393**
Total Expenditures					**6,927,695**	**7,070,050**	**6,926,672**
Excess Revenue					**400,610**	**468,497**	**829,675**
Fund Balance							
Beginning Balance					**3,244,208**	**3,644,818**	**4,113,315**
Adjust/Restatements							

Options for Youth San Gabriel

Budget - Fiscal Years 2027-28 through 2029-30

				Budgeted ADA	399.00	399.00	399.00
Description	**Object Code**	**Ledger Account**	**Revenue / Spend Category**		**FY2027-28**	**FY2028-29**	**FY2029-30**
Adjusted Beginning Balance							
Ending Balance					**3,644,818**	**4,113,315**	**4,942,989**

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Options For Youth-San Gabriel, Inc., a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Options For Youth-San Gabriel, Inc., which was duly held on _____ day of _____, 2026, at which meeting a quorum of the members of the Board of Directors were present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2026.

_____
Secretary
Options For Youth-San Gabriel, Inc.

C.4 OFY-SG 2026-2027 Local Control and Accountability Plan (“LCAP”) and Annual Update

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

June 2026

Agenda Item: OFY-SG 2026-2027 Local Control and Accountability Plan ("LCAP") and Annual Update

Purpose: The Board will review and consider approval of the OFY-SG 2026-2027 Local Control and Accountability Plan ("LCAP") and Annual Update.

Background: Local Educational Agencies (LEAs) are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE). The LCAP must include:

- Annual goals for all student groups aligned to state and locally identified priorities;
- A review and analysis of the effectiveness of actions and services implemented in the prior year;
- Adjustments to goals, actions, and expenditures based on outcomes and identified needs.

The LEA is currently going into Year 3 of the three-year 2024–27 LCAP cycle. The updates presented in the 2026–27 version reflect the evolving needs of the charter and the continued focus areas identified during the 2025–26 academic year.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG 2026-2027 Local Control and Accountability Plan ("LCAP") and Annual Update.

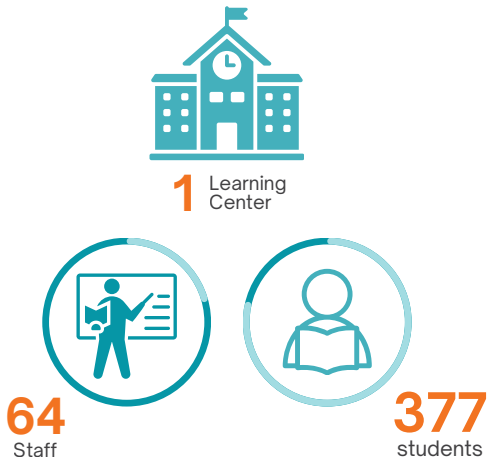
OFY San Gabriel 2026-27

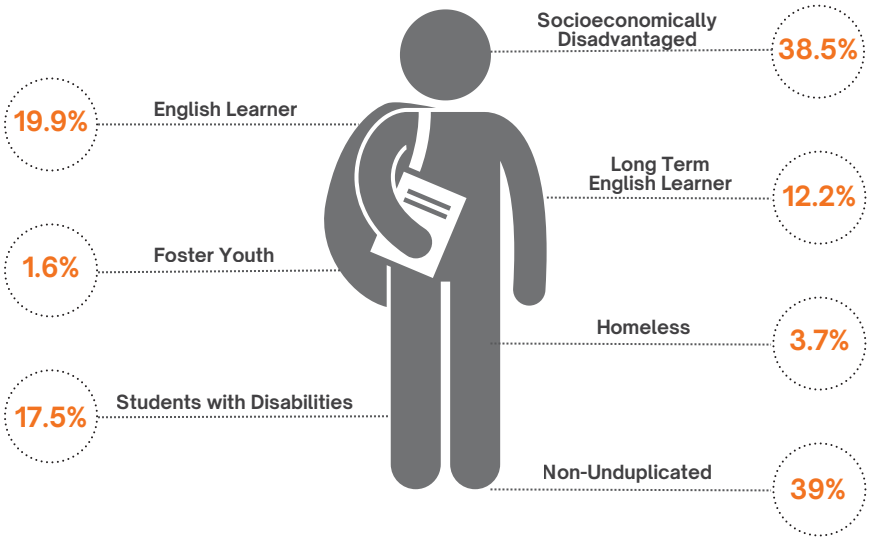
LOCAL CONTROL & ACCOUNTABILITY PLAN

CHARTER DEMOGRAPHIC & BUDGETING

Options For Youth
Public Charter Schools
An Exclusive WIOA Partner!

Options For Youth empowers all students through meaningful connections, flexible educational choices, and supportive relationships. Our mission is to inspire learners to reach their goals and equip them with the skills and confidence needed to thrive academically and pursue their dreams in high school and beyond.





Overall, 26% of students were identified as part of a high-risk population, with 11% identified as credit deficient at enrollment.

Projected General Fund Revenue 2026-2027 School Year

Total LCFF Funds	$ 6,515,751
LCFF Supplemental and Concentration Funds	$ 1,373,232
All Other State Funds	$ 529,820
All Other Local Funds	$ --
All Federal Funds	$ --
Total Projected Revenue	$ 7,045,571

Total Budgeted Expenditures 2026-2027 School Year

Total Budgeted General Fund Expenditures	$ 6,857,575
Total Budgeted Expenditures in the LCAP	$ 2,073,232
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,373,232
Expenditures not in the LCAP	$ 4,784343

Expenditures for High Needs Students 2025-2026 School Year

Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,550,647
Actual Expenditures for High Needs Students in LCAP	$ 1,412,048

Expenditures reflected are only for the first three quarters of the academic year (through March 2026). Remaining funds are allocated for upcoming activities, services, and salaries scheduled later in the year. Although current spending is below projected levels, all planned supports for high-needs students remain on track. The variance is due to the timing of expenditures, not a reduction in services. We anticipate fully utilizing the budget and meeting program goals by the end of the academic year.

OFY San Gabriel 2026-27

LOCAL CONTROL & ACCOUNTABILITY PLAN

GOALS, METRICS, AND ACTIONS

Options For Youth
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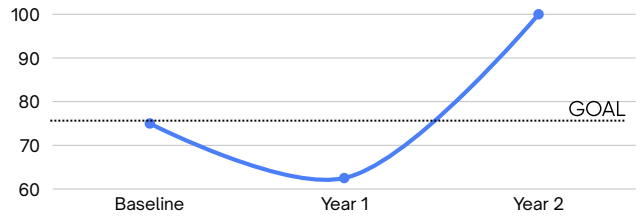
GOAL ONE

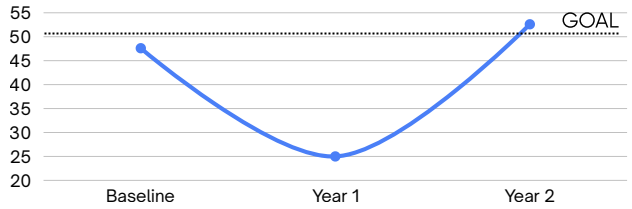
By the end of the 2027 academic year, English Language Learners (ELL), Long Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP) will demonstrate academic growth, progress toward post-secondary goals and an increased graduation rate through targeted, individualized instruction tailored to their unique needs and learning styles by providing quality curriculum and instruction

METRICS

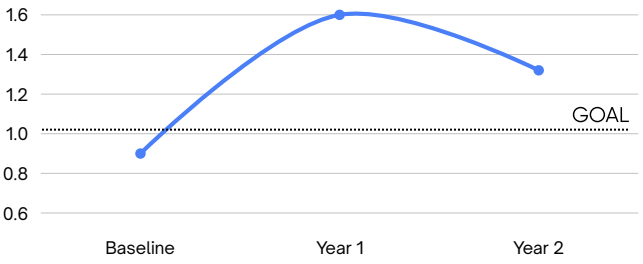
Reclassification rates



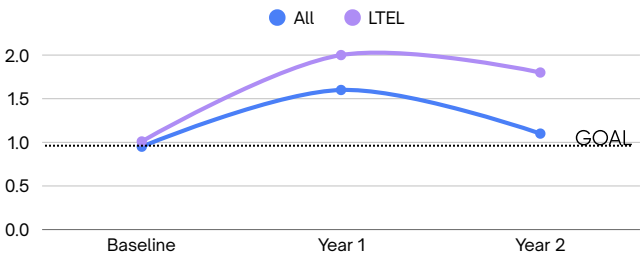
Graduation Rates (SPED)



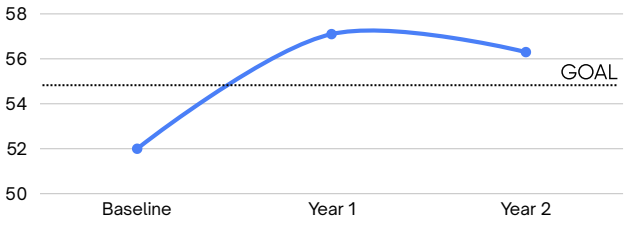
Math GLE



ELA GLE



ELPI



Local Indicator - Priority 2: Implementation of State Standards

The LEA has consistently maintained strong implementation of State Standards across all measured areas from Fall 2023 through Fall 2025. Professional Development, Instructional Materials, Policy & Program Support, and Engagement of School Leadership all sustained ratings of 5 – Full Implementation and Sustainability for all academic standards throughout the reporting periods. Additionally, the Implementation of Standards category improved from a rating of 4 – Full Implementation to 5 – Full Implementation and Sustainability by Fall 2025, demonstrating continued growth and strengthened systems for standards implementation.

BUDGETED ACTIONS

Action 1 - SWD Intervention Support and Instruction	$2,215,578
Action 2 - EL Individualized Support and Instruction	$1,974,200
Action 3 - Implementation of Research Based Interventions	$988,500
Action 4 - All Staff Professional Development	$1,660,800
Action 5 - EL and LTEL Professional Development	$943,927
Action 6 - Learning Gap Closure Acceleration (LREBG)	$236,000

OFY San Gabriel 2026-27

LOCAL CONTROL & ACCOUNTABILITY PLAN

GOALS, METRICS, AND ACTIONS

Options For Youth
Public Charter Schools
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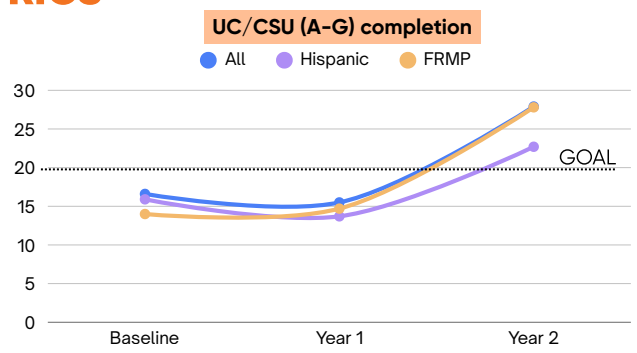
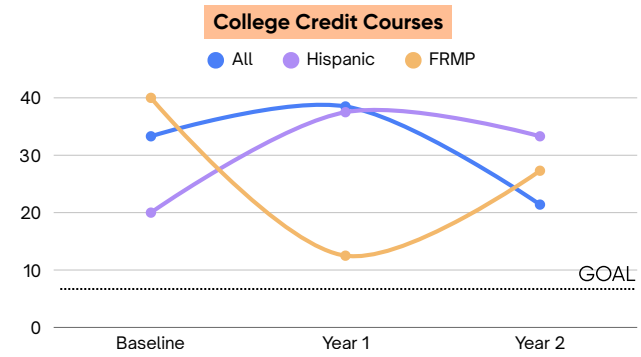
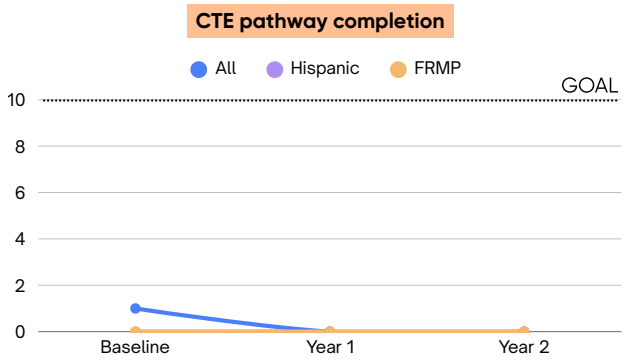
GOAL TWO

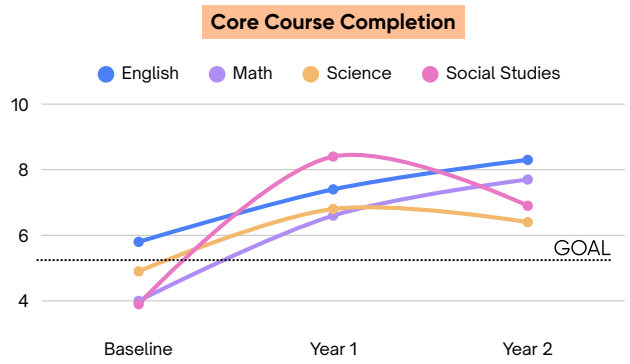
The charter will enhance student success and readiness for post-secondary endeavors by increasing overall graduation rates to move out of CSI identification, as well as improving performance on the College and Career Indicator by exposing students to college credit and CTE courses to all of our students. 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.

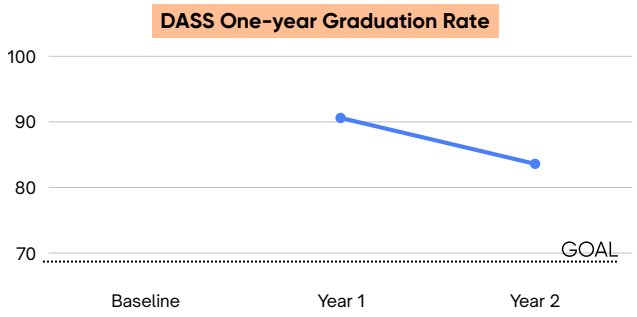
METRICS











BUDGETED ACTIONS

Action 1 - Postsecondary Advancement Programs	$140,000
Action 2 - College credit course enrollment	$80,000
Action 3 - CTE Program Enhancement for Improved Graduation and Readiness Outcomes	$85,000
Action 4 - Enhancing Student Readiness with Comprehensive Post-Secondary Events	$70,000
Action 5 - Homeless & Foster Youth Services	$30,000

OFY San Gabriel 2026-27

LOCAL CONTROL & ACCOUNTABILITY PLAN

GOALS, METRICS, AND ACTIONS

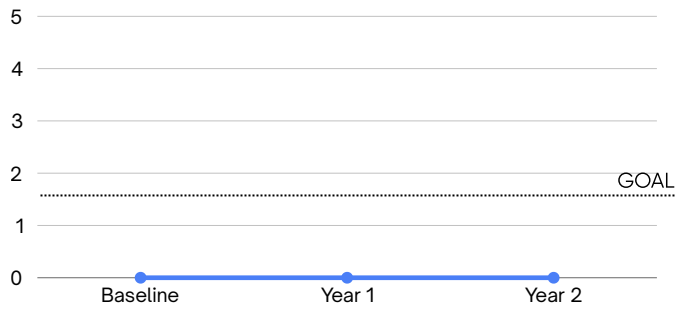
Options For Youth
Public Charter Schools
An Exclusive WIOA Partner!

GOAL THREE

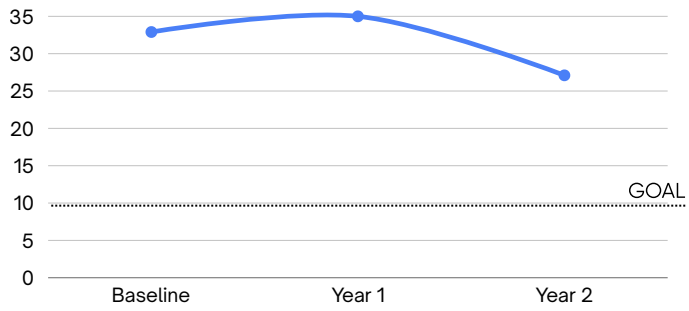
The charter aims to advance Priorities 3 and 6 by fostering a secure and supportive learning environment. This will involve enhancing School Connectedness Educational Partner Engagement opportunities and promoting a sense of safety and belonging among all Educational Partners, with special attention 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.

METRICS

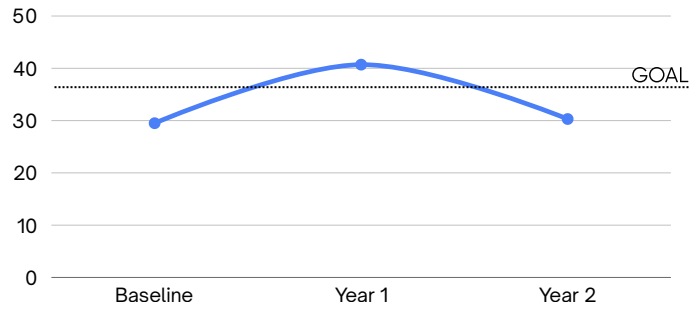
Suspension Rates



Chronic Absenteeism

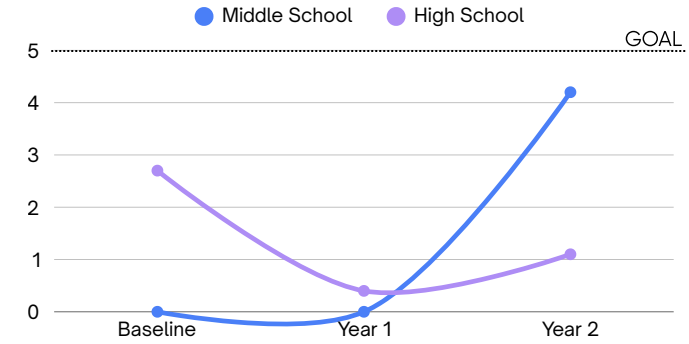


Basic Services

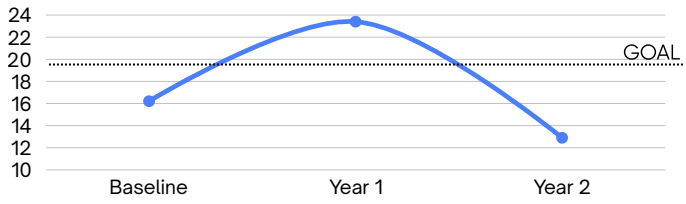


Data reflects Clear: % of teaching FTE. Textbook Insufficiencies, Facility Inspections, and Number of Uniform Complaints remain unchanged for this LCAP Cycle. Data can be reviewed in the LCAP.

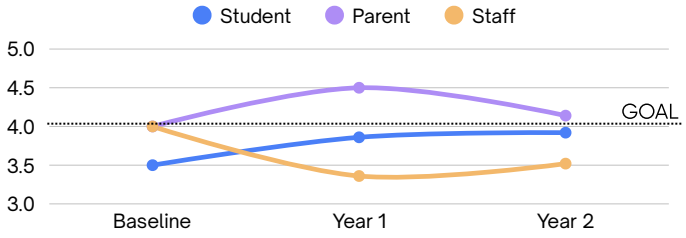
Dropout Rates



School Climate - Parent Responses



School Climate - Online Safety



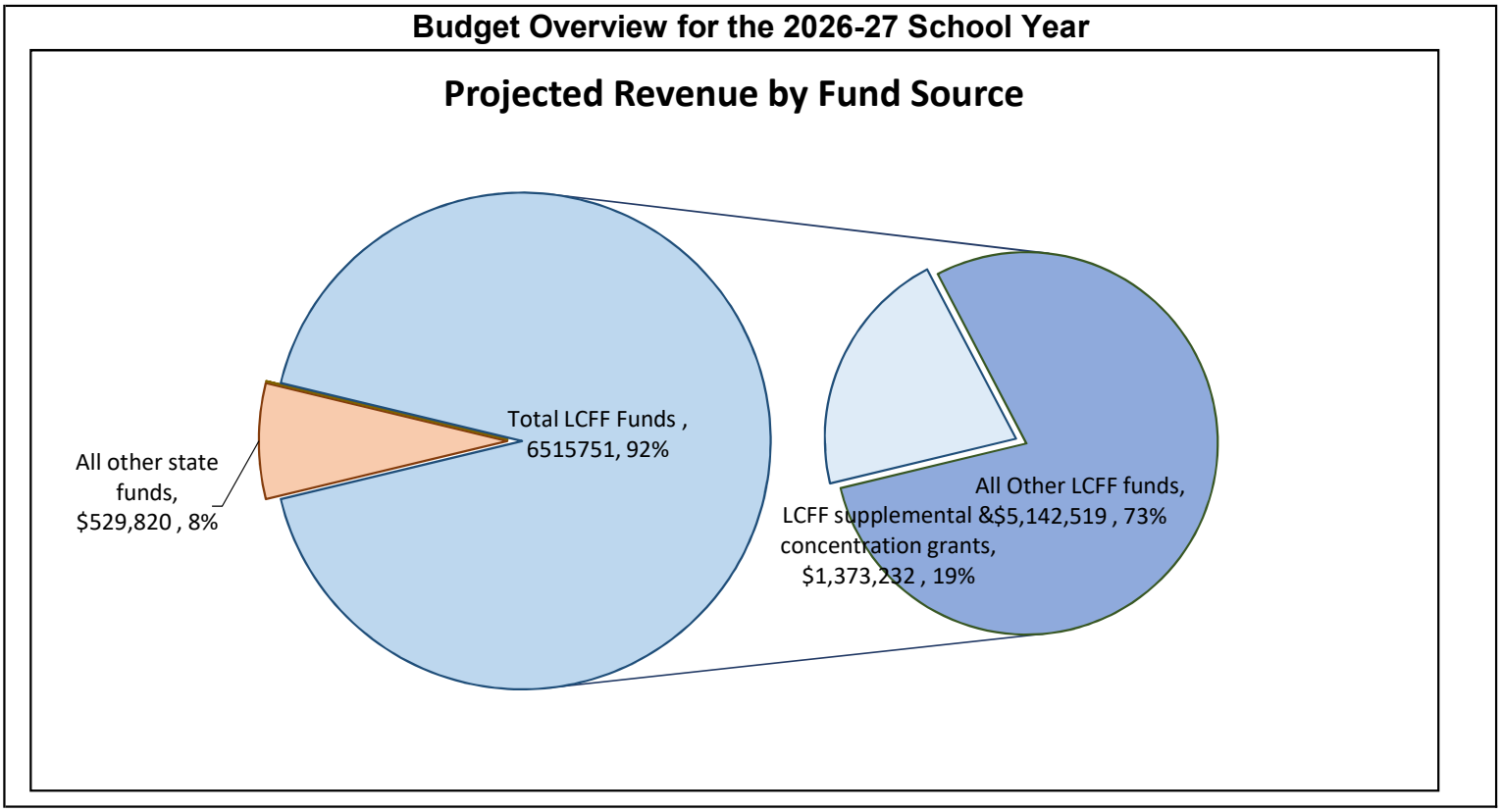
BUDGETED ACTIONS

Action 1 - Parent Involvement and Educational Partner Engagement..... $150,000
Action 2 - Social Emotional Development Opportunities..... $300,000
Action 3 - School Safety..... $63,232

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).

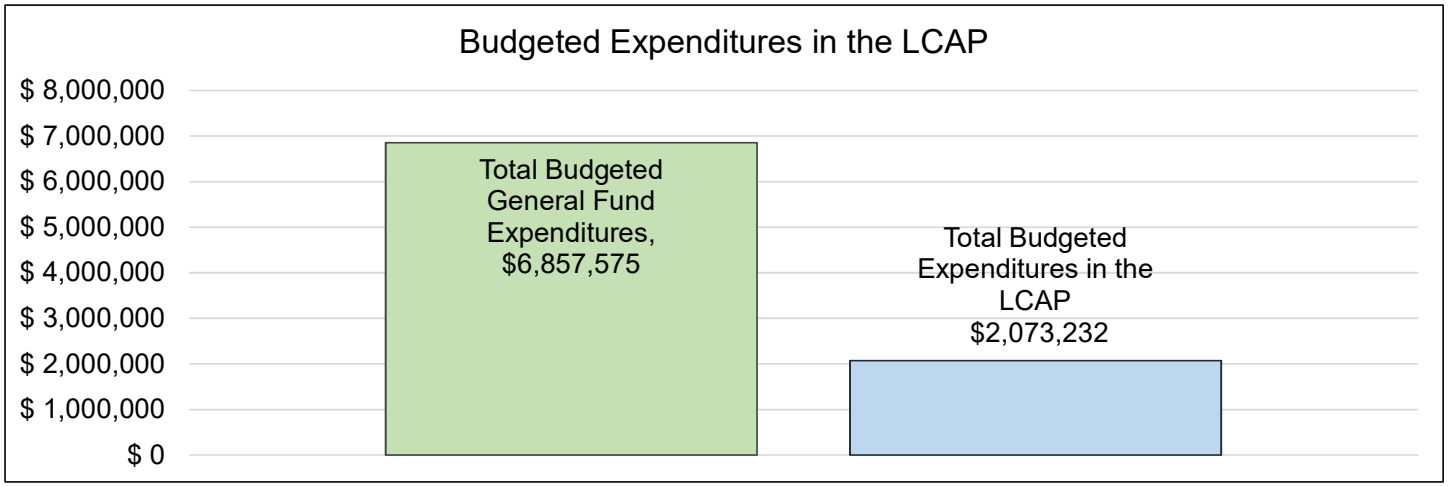


This chart shows the total general purpose revenue Options For Youth San Gabriel expects to receive in the coming year from all sources.

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.

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:

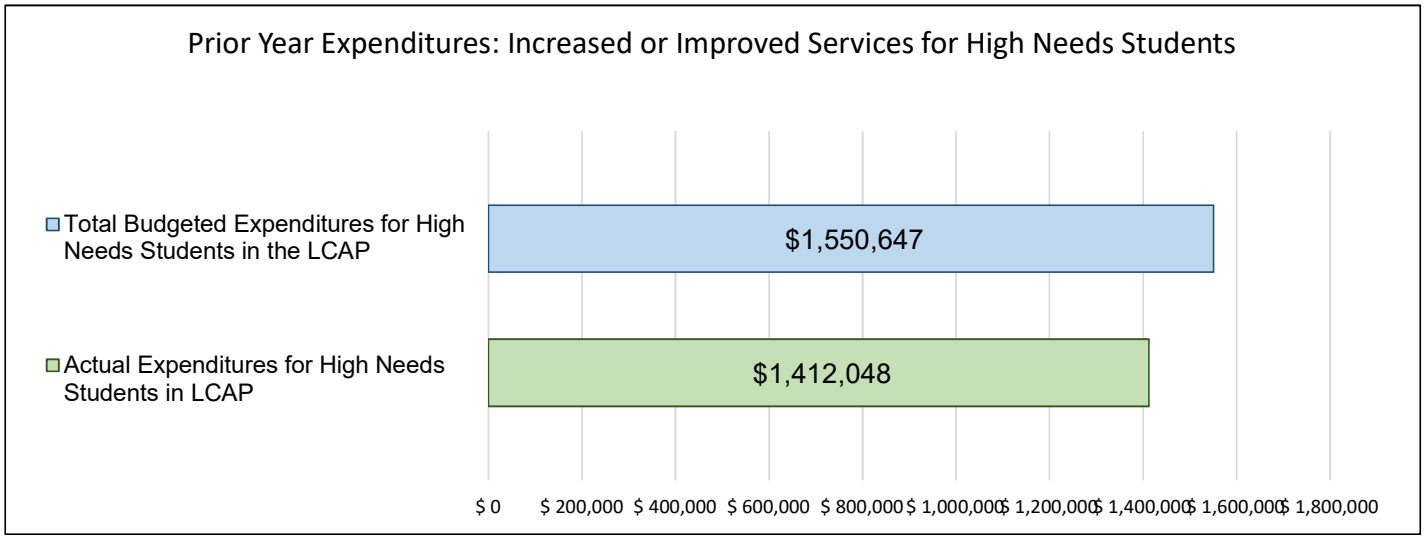
While the LCAP focuses on actions directly tied to student outcomes, the General Fund also supports essential operational and infrastructure costs that are not captured in the LCAP. These expenditures include compensation for non-LCAP-supported staff roles, facility maintenance and utilities, technology 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.

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 $1,412,047.99 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $138,599.01 had the following impact on Options For Youth San Gabriel's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2026). The LEA budgeted $1,550,647 for high needs students in our LCAP. As of March 2026, we have spent $1,412,047.99. Several planned activities, services, and salaries are to be taken into account for the remaining months.

While we are currently under the anticipated expenditures, this difference has not negatively impacted the actions and services provided to high needs students. Our focus remains on ensuring that all intended improvements and support mechanisms for high needs students are delivered effectively. The delay in expenditure is due to the timing of planned activities and services, which are scheduled for the latter part of the academic year. We are confident that these will fully utilize the allocated budget by the end of the academic year and that all planned services will be executed as intended. Thus, we anticipate meeting our total budgeted expenditures and achieving our goals for high needs students by year's end.

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
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.

Based on a comprehensive review of the 2023, 2024, and 2025 California School Dashboard results, along with relevant local data and internal metrics, the charter analyzed areas of strength and growth to evaluate progress during the first two years of the 2024–27 LCAP cycle. Particular attention was given to student groups and indicators identified with a Red performance level on the 2023 California Dashboard to ensure ongoing monitoring and alignment of supports, actions, and metrics throughout the LCAP cycle.

Our charter has demonstrated growth on the 2025 California Dashboard across all metrics compared to the 2023 and 2024 Dashboard results. The charter continues to perform strongly in the Suspension and English Language Progress indicators, scoring blue and green respectively. The charter increased in ELA and Math and maintained performance on the College and Career Indicator, earning yellow color indicators for all three metrics, an increase from 2024 and a return to 2023 levels. Chronic Absenteeism and Graduation Rate remain priority areas of focus. Although the charter declined on the 2024 Dashboard compared to 2023, the school improved on the 2025 Dashboard compared to both 2023 and 2024 and continues working toward pre-pandemic levels of performance (2019 Dashboard results), when the Chronic Absenteeism rate was below 20% and the Graduation Rate was 65%.

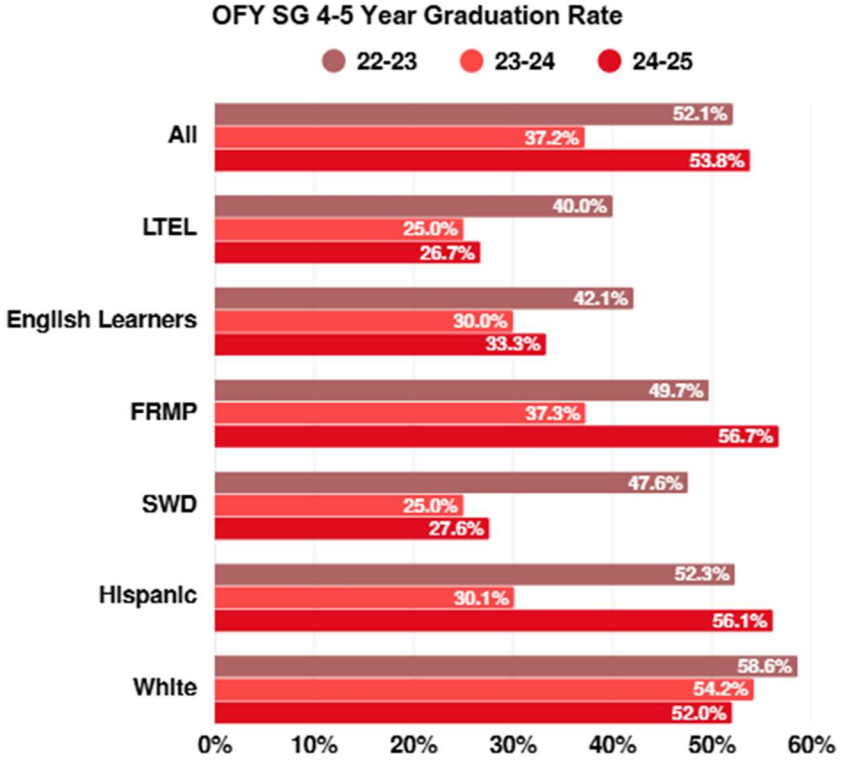
The school has demonstrated a strong culture of inclusion, as evidenced by its 0% suspension rate on the California Dashboard for the last three years. This is due to our restorative approach to supporting students as they develop social emotional skills in a safe environment. Additionally, the school is proud of the progress demonstrated by our English Learner and Long Term English Learner subgroups on the English Language Proficiency Indicator. This is the first year the school has received a color on the Dashboard, and the Green indicator demonstrates that the work we are doing with English learners is yielding results.

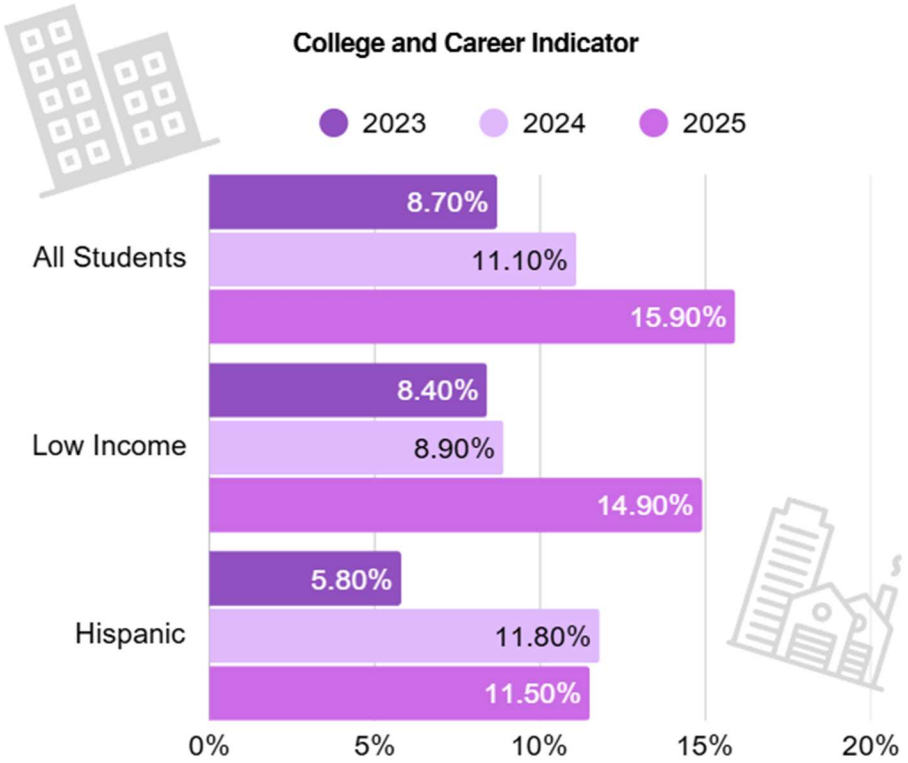
Our school continues to show growth in academic performance. In ELA, the charter performed 3.6 points below standard but increased 16.7 points from 2024, moving from Orange to Yellow on the color indicator. Additionally, no student subgroup was assigned a color below Yellow

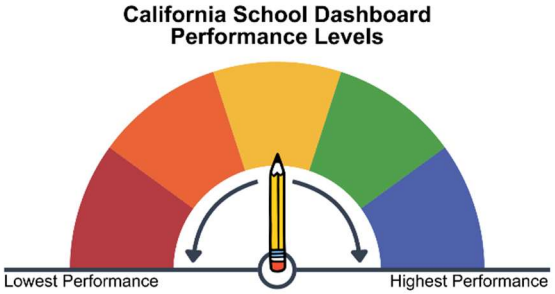
for the 2025 reporting period. In Math, the charter showed accelerated growth; although the metric remained 69.4 points below standard, the charter increased 34.1 points and similarly improved from Orange to Yellow between 2024 and 2025. Additionally, no student subgroup received a color indicator below Yellow in Math. In both ELA and Math, although the charter continues to score in the “low” category, the school was designated as “increased significantly. The charter recognizes that Students with Disabilities and English Learner subgroups remain areas of focus for the upcoming school years in order to close achievement gaps.

To address ongoing areas of need, our LCAP outlines a strategic plan aimed at enhancing student success and improving these performance indicators. By expanding dual enrollment and CTE course offerings, we aim to provide students with relevant skills and experiences that prepare them for career pathways. Through targeted support programs for senior cohorts, we also aim to increase graduation rates by providing resources and guidance to support successful transitions to post-secondary education or the workforce. Our plan includes initiatives to increase exposure to post-secondary opportunities through partnerships with local colleges, universities, and businesses, equipping students with the knowledge and resources needed to pursue higher education and career pathways aligned with their interests and goals. In response, the charter has formulated specific focus goals and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will remain in effect through the conclusion of the 2024–27 LCAP cycle.

Goal 2, Action 1-Postsecondary Advancement Programs
Goal 2, Action 2 -College credit course enrollment
Goal 2, Action 3-CTE Program Enhancement for Improved Graduation and Readiness Outcomes
Goal 2 Action 4-Enhancing Student Readiness with Comprehensive Post-Secondary Events







Following a review of the 2025 California School Dashboard and local data, OFY San Gabriel identified the following areas of strength/growth:

English Language Arts (ELA) – Yellow Performance Level (increased 1 performance level)
ELA performance increased by 16.7 points, resulting in an overall status of 3.6 points below standard. Notable improvements were observed among the following student groups:
Hispanic: 26 points above standard (↑ 49.2 points)
Socioeconomically Disadvantaged: 10.5 points below standard (↑ 22.7 points)

Mathematics – Yellow Performance Level (increased 1 performance level)
Mathematics performance improved by 34.1 points; overall performance resulted in 69.4 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:
Hispanic: 66.8 points below standard (↑ 43.4 points)
Socioeconomically Disadvantaged: 78.2 points below standard (↑ 36.6 points)

English Learner Progress Indicator – Green Performance Level (no color performance for 2024 CA Dashboard)
The English Learner Progress resulted with 56.3% of EL students making progress toward English language proficiency. No performance color assigned for 2024 due to the size of the student population in previous years. Subgroup performance highlights include:
English Learner: 56.3% making progress
Long Term English Learner: 50% making progress

College/Career – Yellow Performance Level (maintained performance level)
The College/Career indicator increased by 3.1 percentage points, with 15.9% of students demonstrating college or career readiness. Gains were evident among the following student groups:
Hispanic: 11.5% prepared (↓ 0.2%)
Socioeconomically Disadvantaged: 14.9% prepared (↑ 3.8%)
English Learner: 10.0% prepared (↑10.0%)

Graduation Rate – Red Performance Level (maintained performance level)
The graduation rate increased by 16.6 percentage points, with 53.8% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:
Hispanic: 56.1% graduated (↑ 25.9%)

Socioeconomically Disadvantaged: 56.7% graduated (↑ 19.4%)

Chronic Absenteeism – Orange Performance Level (increased 1 performance level)
Chronic absenteeism improved by 7.9 percentage points, with the current rate at 27.1% among middle school students. While this reflects progress, improving chronic absenteeism remains a priority. Increases were observed across several student groups:
Hispanic: 19.1% chronically absent (↓ 19.5%)
Socioeconomically Disadvantaged: 27.4% chronically absent (↓ 10.9%)

Learning Recovery Emergency Block Grant (LREBG) Fund:
Based on a review of the 2025 California School Dashboard and local data, OFY San Gabriel has shown progress in chronic absenteeism and graduation; however, continued focus and targeted interventions are needed to build on these gains and address remaining areas of challenge.

To address these areas of need, LREBG funds will be strategically allocated to support targeted academic interventions, expanded learning opportunities, and student support services aligned to identified student needs. Actions funded in whole or in part with LREBG funds are outlined in Goal 1, Actions 6, with detailed rationales provided in the action descriptions. This Goal was added this year in order to more effectively utilize LREBG funds than in previous school years, in alignment with the allowable uses of the grant. The school will continue to utilize the funds to provide opportunities for extended learning, including night school, math and english tutoring expansion, additional literacy and math instructional programs designed to accelerate pupil academic proficiency, targeted interventions aimed at reducing credit deficiency and increasing graduation rates and college readiness, and ongoing professional development and coaching in both the Math and ELA frameworks.

These investments are intended to accelerate learning recovery, increase student engagement, and improve academic and graduation outcomes, particularly for student groups demonstrating the greatest need.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Options For Youth San Gabriel

Support for Identified Schools

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

Options for Youth - San Gabriel (OFY-SG) has been identified for Comprehensive Support and Improvement (CSI). The LEA is committed to reflecting on current practices and making necessary program adjustments to enhance student outcomes. Our primary objectives include increasing the graduation rate, improving math and ELA performance, strengthening College and Career preparedness, and decreasing Chronic Absenteeism. California Dashboard data shows a graduation rate of 53.8 in 2024-2025 and 37.2 in 2023-2024, which is a 16.6% increase, indicating growth during the 2024-2025 school year. Given this increase, our focus will be to continue implementing targeted interventions to improve student retention and graduation outcomes. As part of our reflection process, we shared the Fall 2025 California School Dashboard performance data with all educational partners and collaboratively established program goals based on key indicators such as Math and ELA SBAC scores, chronic absenteeism, and graduation rates. The LEA has integrated its CSI Plan into the 2024-27 Local Control and Accountability Plan (LCAP), ensuring alignment between CSI focus areas and LCAP priorities. Feedback from educational partners was gathered through a comprehensive survey conducted each semester and through various engagement events throughout the year.

The development of OFY-SG's 2025-26 SPSA/CSI Plan/LCAP was informed by the findings of the new Comprehensive Needs Assessment (CNA) and input from the Parent Advisory Committee. To meet or exceed the ESSA 68% graduation rate target, we will continue to assess and refine instructional practices and student retention strategies across all grade levels. Additionally, OFY-San Gabriel is committed to continuing to positively impact our 4/5-year graduation rate, as reflected on the California School Dashboard. The LEA's updated CSI Plan was formulated alongside the 2024-27 LCAP, utilizing insights from the Fall 2025 California School Dashboard, the 2025-26 Comprehensive Needs Assessment, and internal data analysis. This plan includes identifying and implementing Evidence-Based Interventions (EBIs) and addressing resource inequities to support student success. By integrating the goals, metrics, and actions outlined in the LCAP, we ensure a cohesive approach that aligns with the Single Plan for Student Achievement (SPSA).

The 2026-27 CSI Plan reflects updated implementation strategies and outcome data based on the most recent CNA findings. All data charts will be revised accordingly to guide ongoing improvement efforts.

LCAP goals that align to our SPSA/CSI/LCAP focus areas are as follows:

1. Grad Rate: While 4/5 year Grad Rate for the LEA has significantly increased in 24-25 compared to the previous two Dashboard releases, the grad rate still falls below the ESSA requirement; LEA will continue an increased focus towards interventions and initiatives in this area.

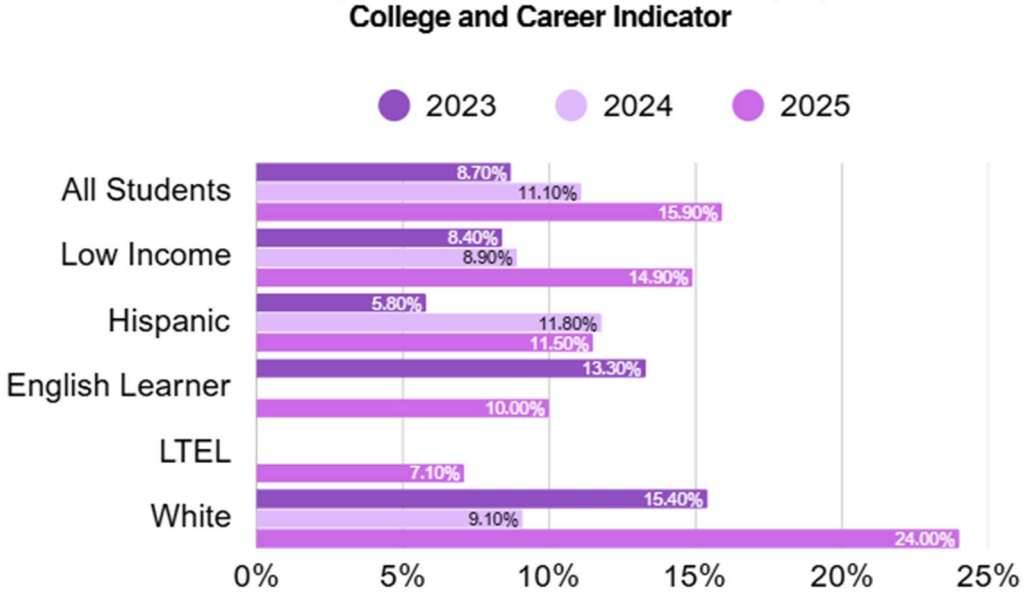
2. College and Career Indicator: The LEA will continue to focus on increasing College and Career Readiness indicators, by increasing dual enrollment opportunities through partnerships with community colleges for college credit, enrolling students in CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).
3. SBAC Math and ELA: Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence based intervention programs that show best effective results (IXL, Freckle, etc.).

Comprehensive Needs Assessment Findings:
The Educational Partner group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and UC/CSU Eligibility:

15.9% of students identified as prepared on the CCI (↑ 4.8%)
17% of students identified as approaching prepared on CCI (↑ 6.7)
Hispanic: 11.5% prepared (↓ 0.3%)
Students with Disabilities: 0.0% prepared (↓ 5.6%)
Socioeconomically Disadvantaged Prepared: 14.9% (↑ 6.0%)
English Language Learners: 10.0% (↑ 10.0%)
27.9% Met UC/CSU Eligibility (↑ 12.4%)
22.7% Hispanic Met UC/CSU Eligibility (↑ 9%)
27.8% Socioeconomically Disadvantaged Met UC/CSU Eligibility (↑ 13.1)
14.3% ELL Met UC/CSU Eligibility (↑ 4.3)
21.1% Students with Disabilities Met UC/CSU Eligibility (↑ 16.1)

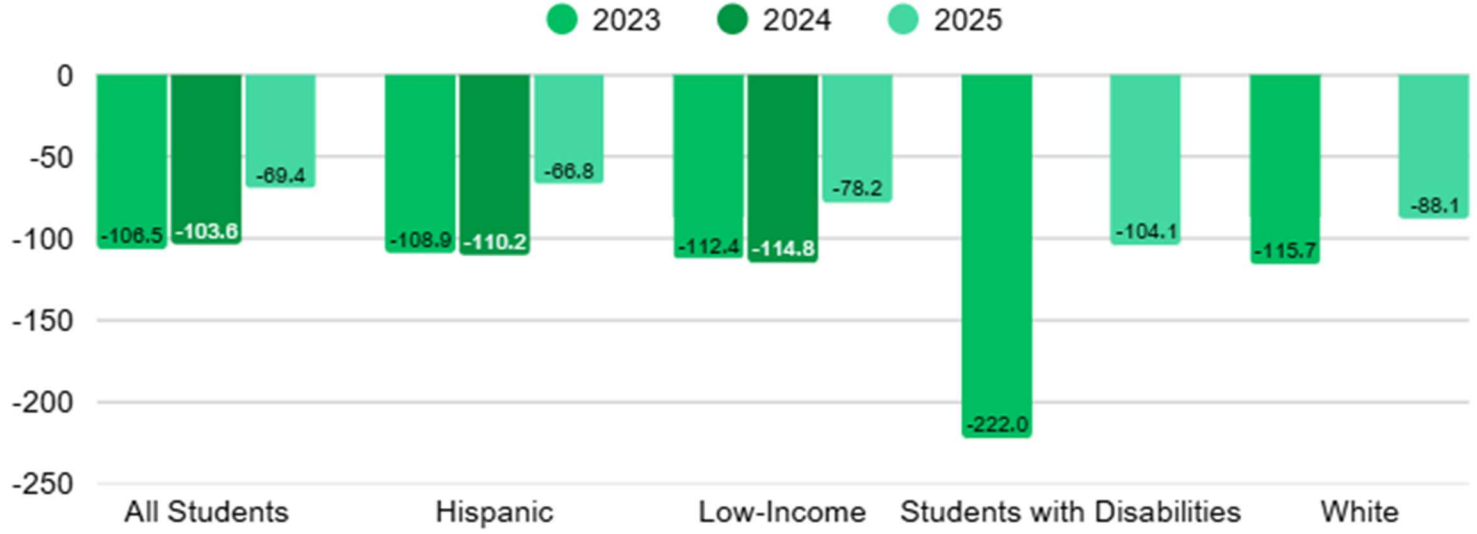
While overall improvement is evident particularly for Hispanic and Socioeconomically Disadvantaged subgroups, disparities remain among key subgroups including Students with Disabilities and English Learners and overall CCI preparedness remains lower than target.



Math Achievement

Dashboard Color: Yellow (increase from Orange in 2023 and 2024)
↑37.1 points between 2023 and 2025
69.4 points below the standard in 2025
Socioeconomically Disadvantaged: Increased Significantly (↑36.6 points from 2024 to 2025)
Hispanic: Increased Significantly(↑43.4 points from 2024 to 2025)
Students with Disabilities: -104.1 below the standard
English Learners: -49.6 below the standard

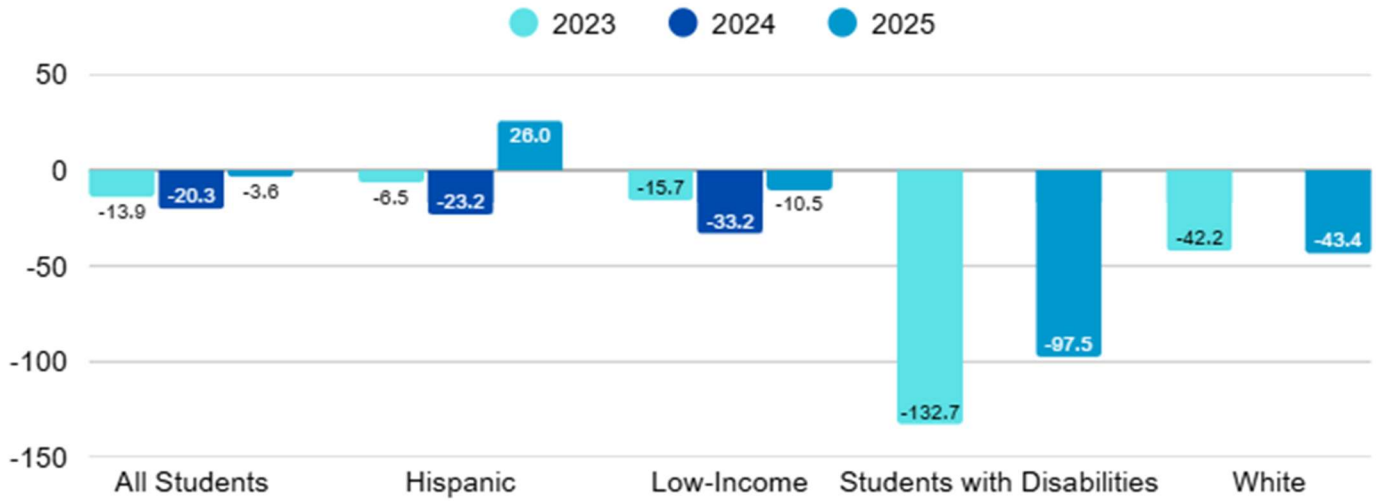
Data indicates moderate growth in mathematics achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.



ELA Achievement

Dashboard color: Yellow (Increase from Orange in 2024)
↑10.3 points between 2023 and 2025
3.6 points below the standard in 2025
Socioeconomically Disadvantaged: Increased Significantly (↑22.7 points from 2024 to 2025)
Hispanic: +26 above the standard (↑49.2 points from 2024-2025)
Increased Significantly
Status level: medium
Dashboard Color: Green
Students with Disabilities: -97.5 below the standards
English Learners: -23.4 below the standard

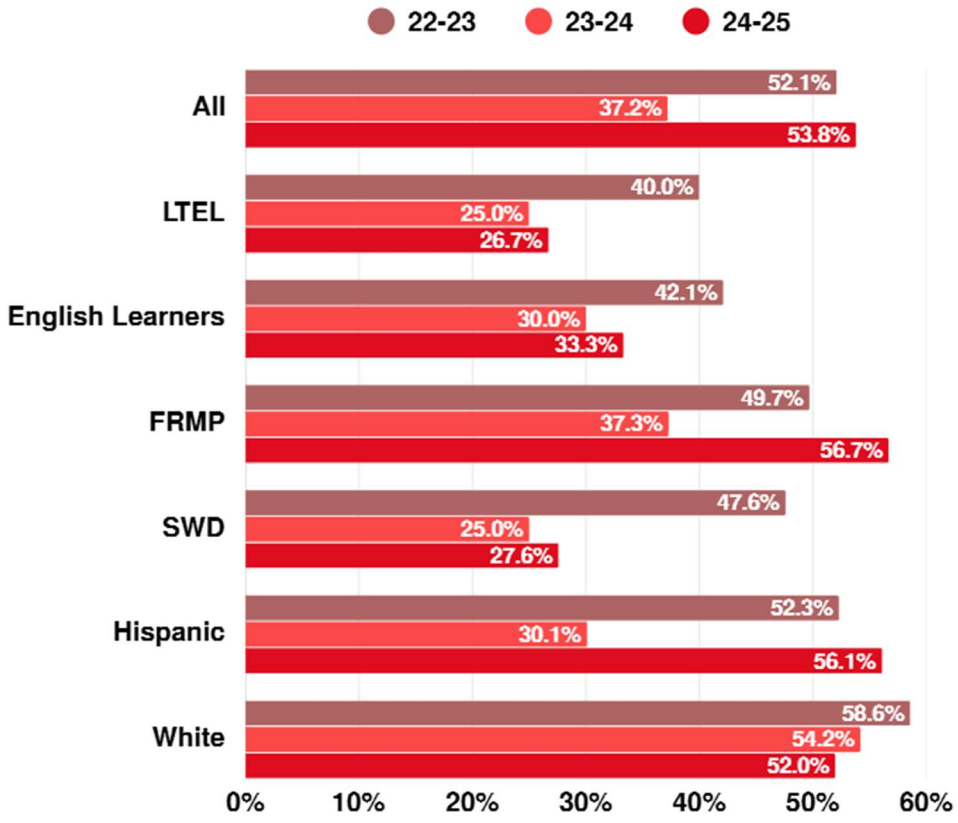
Data indicates major growth in ELA achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.



Graduation Rates

53.8% graduated in 2025 (↑ 16.6% from 2024, ↑ 1.7% from 2023)
Hispanic: 56.1% graduated in 2025 (↑ 25.9% from 2024)
ELL: 33.3% graduated in 2025 (↑ 3.3% from 2024)
Socioeconomically Disadvantaged: 56.7% graduated in 2025 (↑19.4% from 2024)
Students with Disabilities: 52.6% graduated in 2025 (↑ 27.6 from 2024)
DASS Grad Rates: 83.6% overall in 2025
DASS Hispanic Grad Rate: 82.7% in 2025
DASS Socioeconomically Disadvantaged Grad Rate: 84.2% in 2025

Data indicates major growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically English Language Learners.



Chronic Absenteeism

2025 Color: Orange (Down from Red in 2024)
Overall Rate: 27.1% in 2025 (↓ 7.9 from 2024, ↓ 5.8% from 2023)
Hispanic C.A: 19.1% in 2025 (↓19.5%)
Socioeconomically Disadvantaged: 27.4% (↓10.9)
English Learners: Not enough students for data
Students with Disabilities: 38.9% (not enough data for change rate, but still higher than all other subgroups)

Data indicates moderate growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities.

Drop Out Rates, Suspension Rates, and School Climate

0.0% Suspension and Expulsion rate over last three school years
2024-2025 dropout rate: .3% for high school, 0.0% for middle school
2026 School Climate Report indicates overall satisfaction with students, staff, and parents overall indicating strong levels of satisfaction

Area of Focus: College & Career Indicators and UC/CSU (a-g)

Root Causes:
a-g participation decreases in higher grade levels because some students enroll needing to retake courses in which they previously earned a D, increasing their overall credit requirements. This additional workload may discourage students from committing to a-g completion. Increases in a-g participation percentages may be influenced by overall declines in student enrollment.

a-g participation/completion vs % prepared on CCI: this could be because some students complete a-g coursework but do not complete an additional measure required to be considered “Prepared” under the College & Career Indicator (CCI).

Lower a-g completion rates may reflect student interest in attending technical schools or community colleges rather than four-year universities, leading students to view a-g completion as unnecessary for their postsecondary goals.

Teachers may not encourage students to complete a-g pathway if students aren’t four-year bound

Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.

Students and staff may prioritize accelerated credit completion over additional a-g requirements when students enroll significantly credit deficient.

Measurable Outcome: The charter will continue tracking UC/CSU eligibility for grades 9-12, with a focus on increasing the number of 9th and 10th grade students who remain eligible to graduate UC/CSU eligible by repeating D’s earned at previous schools.

Area of Focus: Graduation Rates
Root Causes:
Students enroll credit deficient (often in their 3rd or 4th cohort year) and may not be able to catch up and graduate by the end of their 5th cohort year.

Teachers are focused on students graduating in their 5th or 6th cohort year instead of 4th/5th cohort year.

Inconsistent use of data to proactively identify students by their cohort year results in delayed interventions and progress towards graduation.

Limited student accountability contributed to gaps in student progress, which is addressed by conducting biannual Achievement Chats with students and families to develop action plans and monitor progress.

Measurable Outcome: The charter will seek to maintain or increase the DASS graduation rate of 80% or higher. The charter will seek to increase its 4th/5th year graduation rate 3-5% in the 2026 Dashboard release.

Area of Focus: Chronic Absenteeism
Root Causes:

Students enroll with prior histories of poor attendance and disengagement, making consistent attendance habits difficult to re-establish without early intervention and support.

Some students experience external barriers such as transportation issues, family responsibilities, housing instability, or work obligations that negatively impact regular attendance.

Students who are significantly credit deficient may become discouraged about their ability to graduate on time, resulting in decreased motivation to attend consistently.

Students with Disabilities and students experiencing social-emotional or mental health challenges may require additional individualized supports and engagement strategies to maintain regular attendance.

Inconsistent monitoring of attendance data and delayed intervention responses may prevent staff from identifying and addressing attendance concerns before students become chronically absent.

Measurable Outcome: The charter will seek to decrease chronic absenteeism by increasing social emotional learning opportunities for middle school students. The charter will seek to decrease the Chronic Absenteeism rate 5% on the 2026 Dashboard release.

Area of Focus: Math Achievement

Root Causes:
Students enter the program with significant skill gaps in foundational math concepts, which impacts their ability to access grade-level standards.

Students with Disabilities and English Learners may need more targeted, scaffolded instruction and additional opportunities for guided math practice.

Inconsistent completion of math interventions may limit student progress toward standards mastery.
Students working independently may struggle to persist through multi-step math tasks without frequent teacher support and feedback.

Measurable Outcome: The charter will seek to increase SBAC math scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.

Area of Focus: ELA Achievement

Root Causes:
Students enroll with significant gaps in foundational reading, writing, and comprehension skills, which impacts their ability to meet grade-level ELA standards.

Students with limited engagement in reading outside of school may demonstrate slower progress in vocabulary development, fluency, and comprehension skills.

Inconsistent completion of literacy intervention programs and independent practice activities may limit student growth in reading comprehension and academic vocabulary.

Students with Disabilities and English Learners may require additional targeted literacy interventions, scaffolds, and differentiated instruction to access rigorous ELA content

Independent study students may struggle with self-paced reading and writing assignments without consistent teacher feedback, accountability, and progress monitoring.

Measurable Outcome: The charter will seek to increase SBAC ELA scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.

The following four areas of focus will be the charter priorities in the upcoming school year:

1. College and Career Preparedness: Building College & Career Indicator teacher awareness (increasing focus on a-g, SSB, dual enrollment, CTE pathways
2. 4th/5th year Grad Rate: Increasing teacher understanding 4th/5th year cohorts to support graduation within state-required timeline
3. Chronic Absenteeism: Reducing chronic absenteeism, particularly for Students with Disabilities, by strengthening student engagement, family communication, and early attendance intervention systems.
4. Math and ELA Achievement: Increasing math and ELA achievement schoolwide, with targeted support for Students with Disabilities and English Learners, who continue to perform below standard despite overall growth.

Data Utilized to conduct our Comprehensive Needs Assessment:

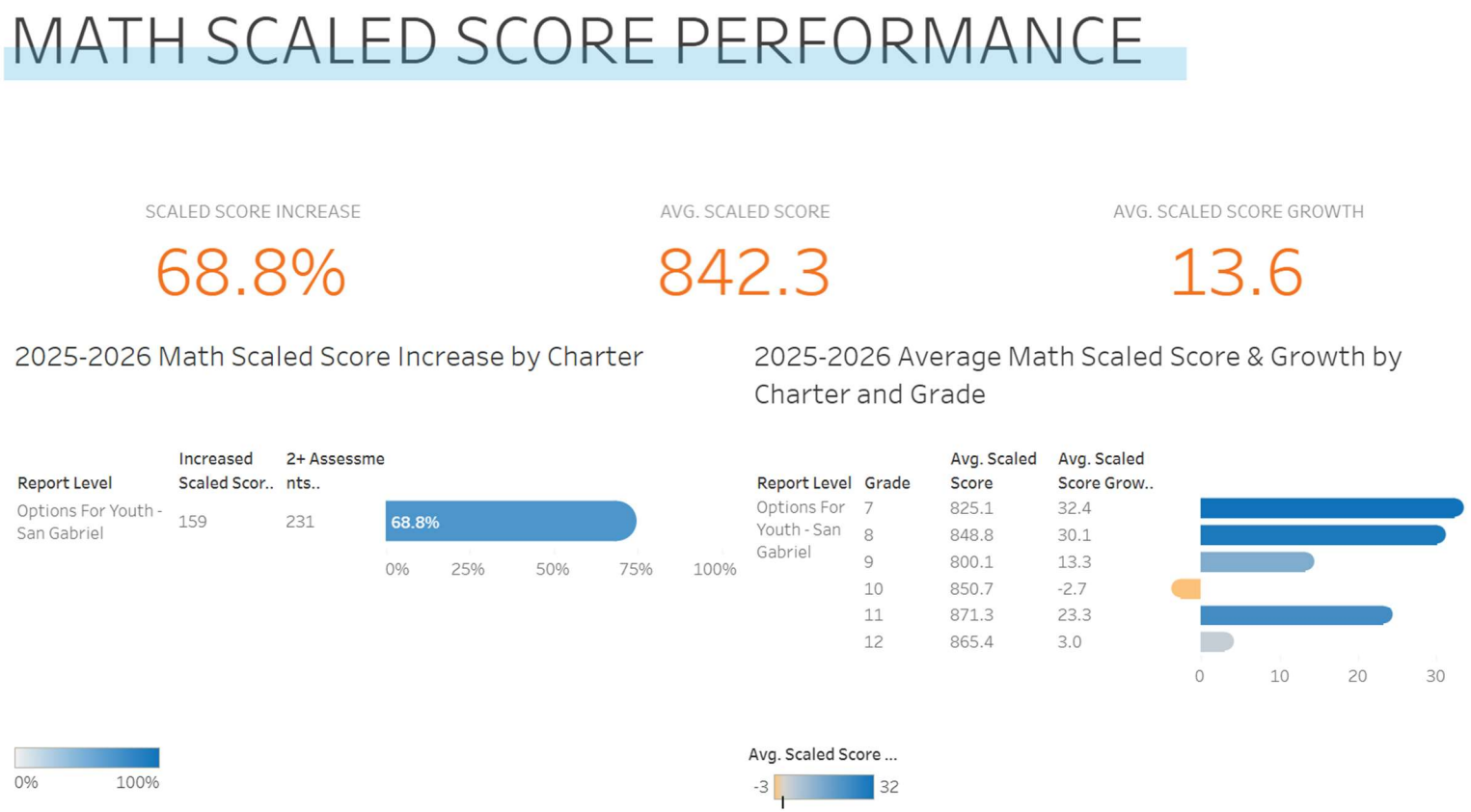
The charter pulled data from multiple sources to analyze student performance. Data pulled included:

California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA, and Math)
California Dept. of Education College and Career Data
CAASPP data (ELA and Math)
Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop Out Rates)
EL Reclassification Data
a-g course enrollment & completion rates
Stakeholder Surveys
Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
iLit Data
Student and Family Participation Rates in Events Data

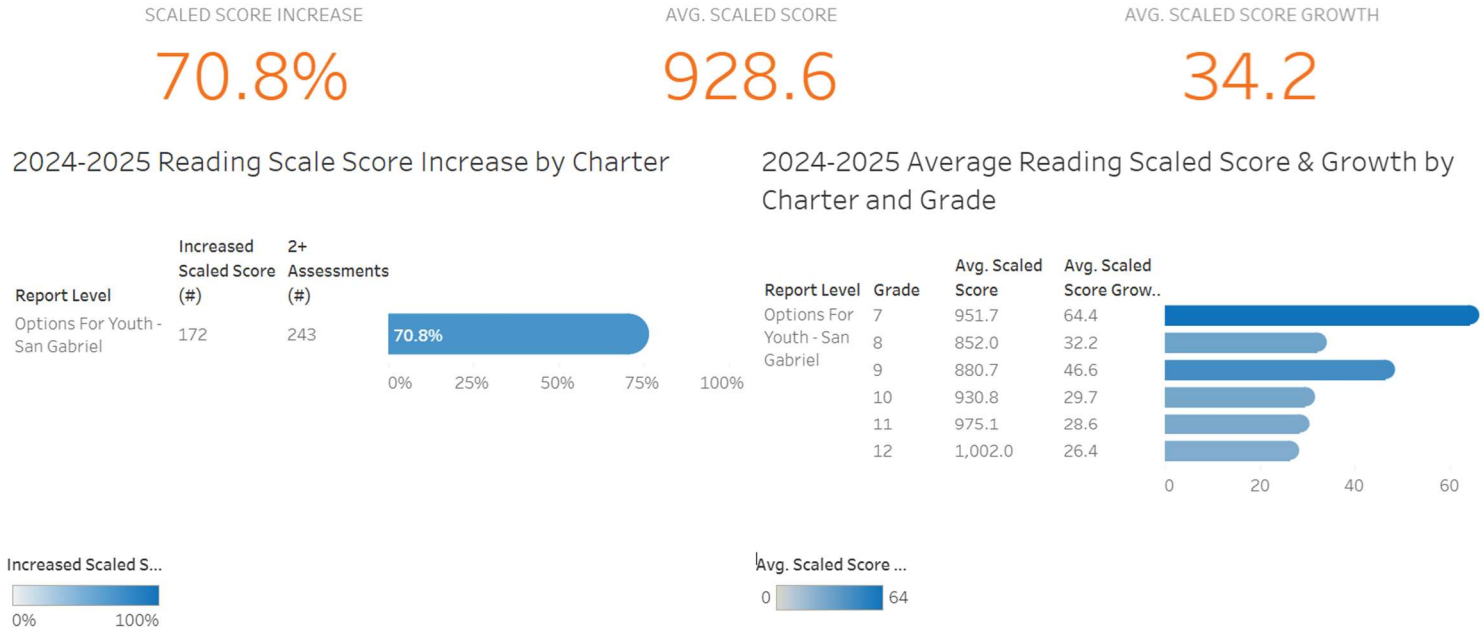
Math and ELA Intervention:

Student intervention will be determined based on RenSTAR mathematics and ELA test results. Teachers and counselors will analyze achievement data for students identified as needing intervention or urgent intervention to develop appropriate support plans. In the 2025-2026 school year, the LEA piloted the program IXL in math and reading, while also continuing to implement ExactPath in the Online Program. Math scaled scores increased 13.6 and the average GLE increased from 8.4 to 9.1. ELA scaled scores increased 24.2 and the average GLE increased from 9.8 to 10.4.

For the 2026-27 school year, the LEA will implement Math and ELA intervention programs including full implementation of IXL, ExactPath, iLit, and Freckle. To enhance intervention efforts, students may be scheduled for math and/or ELA enrichment sessions where they will receive targeted support from a Math Intervention Specialist (MIS) or English tutor. These sessions, conducted one-on-one or in small groups, will guide students through their individualized program, while allowing for direct instruction and individualized assistance. Instructors will pinpoint areas where students need improvement and generate customized learning sequences to help them progress. Math Intervention Specialists and tutors will receive training to effectively lead these sessions and will regularly collaborate to refine best practices. Additionally, math, ELA, and ELD teachers will be trained to integrate IXL into their classroom instruction, using the platform to address gaps in student understanding. Through a combination of structured interventions and the use of IXL, our goal is to improve student performance and equip them with the skills needed to succeed in grade-level mathematics.



READING SCALED SCORE PERFORMANCE



Educational Partner Involvement Process

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- Our PAC has engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

Parent Advisory Committee Educational Partner Engagement:

PAC members were nominated and then elected to serve for a one-year term. All members received overview training on the following to ensure robust dialogue and engagement.

Local Control Funding Formula – Purpose of Supplemental & Concentration Funds
School Safety Plan

Requirements for the SPSA - Development, progress monitoring and approval
Plan development cycle/approval process and timelines
Local Control & Accountability Plan
Student data analysis strategies

PAC Meeting Dates: 10/02/2025, 12/11/2025, 03/05/2026, 04/30/2026

Options for Youth - San Gabriel (OFY-SG) is committed to ensuring the inclusion of all Educational Partners in the Local Control and Accountability Plan (LCAP) process. The school implemented the Fall School Climate Survey and the Spring LCAP survey, which was administered to students, parents, and staff. Furthermore, they convened regularly with the School Leadership team to deliberate on LCAP goal development and ensure alignment with the diverse needs of all students. EL Specialists, Special Education Specialists, and additional teachers actively participated in LCAP meetings, contributing to the development of metrics and action items tailored to Students with Disabilities (SWD) and English Learners (EL) and Long-Term English Learners (LTEL). LCAP Surveys are administered biannually to gather feedback from staff, parents, and students, informing the refinement of OFY-SG's educational program and shaping LCAP goals for the upcoming school year.

OFY-San Gabriel has proactively engaged Educational Partners through Achievement Chats to solicit direct feedback for crafting a comprehensive instructional plan. Teachers have also provided input through center meetings, reflecting on conversations held via phone and Google Meet with parents. Some parents have reached out via phone calls, email, and social media to offer feedback and pose questions. We promote ongoing feedback through live interactions such as Google Meet, phone calls (for those without internet access), texts, and social media to enhance communication with all Educational Partners continuously. Teachers maintain weekly contact with families to foster an open line of communication, facilitating live feedback, inquiries, and contributions to the overarching plan.

OFY-San Gabriel communicated with families and students via emails, newsletters, and text messages, distributing our educational partner surveys in Fall 2025 and Spring 2026. To ensure accessibility to a wider range of families, surveys for students and parents/guardians were available in both English and Spanish. These feedback surveys remain our primary means of gathering information and maintaining connections with our students and families. Throughout the school year, we emphasize the significance of surveys, providing advance notice of survey releases and encouraging increased participation to enhance feedback quality.

Throughout the academic year, our dedicated staff actively engage in Professional Learning Communities (PLCs). These collaborative forums serve as platforms where important topics are spotlighted, and collective brainstorming takes place. Following these enriching discussions, we conduct surveys to gather valuable feedback from our teachers. This feedback serves as a compass, guiding our future Professional Development initiatives and shaping the content of subsequent PLCs.

Our PLCs convene a minimum of three times annually, delving into topics related to staff growth and support. We place a strong emphasis on enhancing the student experience, exploring ways to expand and improve it. Additionally, our instructional staff benefit from individualized connections—at least twice a year—where we identify areas for their professional growth. Collaborating with our skilled instructional coaches, we chart a course for progress through observations and post-observation meetings. Reflection is woven into the fabric of our year, providing numerous opportunities for growth. As we prepare for upcoming school years, our staff feels well-prepared and continues to evolve as educators, each tailored to their specific areas of development. Beyond PLCs, we gather additional insights from center meetings and

in-services held semesterly. Furthermore, we proudly share highlights from our plan with the Parent Advisory Committee (PAC) and our educational partners through digital communication channels.

CNA Educational Partner meeting was held in the 2025-26 school year to discuss the needs assessments and resource inequities, and are reviewed annually. Data utilized for CNA and LCAP needs assessment (RenSTAR, California Dashboard and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all Educational Partners during parent conferences/Achievement Chats. The comprehensive needs assessment (CNA) had a variety of Educational Partners involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, Post-Secondary Counselors, Special Education Teachers, English Learner Specialist and instructional support staff.

Staff representatives from the OFY-San Gabriel were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met in person on February 6, 2026 to review, analyze, and discuss school data. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter Parent Advisory Committee for feedback.

Resource Inequities Review conducted on 2/20/2026
The outcomes of the comprehensive needs' assessment provided us the four areas of focus necessary to address systematic learning needs.

<u>Actionable Resource Inequities Identified</u>

- Achievement gaps in Math and ELA for Students with Disabilities and English Learners
- Inconsistent progress monitoring and early intervention systems
- Higher chronic absenteeism rates among Students with Disabilities
- Inconsistent subgroup student participation in:
    - a-g coursework
    - dual enrollment opportunities
    - CTE pathways
- Inconsistent staff use of cohort, attendance, and graduation data to identify at-risk students early
- Gaps in support for students who enroll significantly credit deficient
- Inequities in college and career readiness awareness and planning

<u>Priority Inequities to Address</u>

- Closing Math and ELA achievement gaps for Students with Disabilities and English Learners
- Reducing chronic absenteeism, particularly among Students with Disabilities
- Increasing equitable access to college and career readiness opportunities
- Improving a-g completion and dual enrollment participation for SWD and EL subgroups
- Strengthening early identification systems for students at risk of delayed graduation

- Increasing consistent intervention implementation

Planned Actions to Address Inequities

- Review systems for targeted academic interventions in Math and ELA
- Increase differentiated and scaffolded instruction for EL and SWD students
- Strengthen attendance intervention and monitoring systems
- Utilize assessment, attendance, and cohort data for early intervention
- Increase family communication and engagement focused on academic proficiency
- Expand staff training on:
    - a-g requirements
    - CCI pathways
    - graduation cohort tracking
    - dual enrollment opportunities
- Develop individualized graduation and intervention plans for credit-deficient students
- Expand social-emotional learning and student engagement opportunities

Non-Actionable Resource Inequities

- Students enrolling significantly credit deficient from prior schools
- Prior academic disruptions and inconsistent educational access
- Housing instability
- Transportation barriers
- Family responsibilities and work obligations
- Limited access to community mental health resources
- External socioeconomic factors impacting attendance and engagement

Monitoring and Evaluating Effectiveness

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

OFY-SG employs a structured, data-driven approach to monitor and evaluate the implementation and impact of its CSI Plan, ensuring interventions are effective and student outcomes improve.

Data Collection and Analysis
OFY-SG collects and analyzes data from multiple sources to measure progress on CSI goals:

- State and External Data: California School Dashboard outcomes.
- Internal Assessment Data: RenSTAR benchmark testing, formative assessments, and individual student tracking.
- Targeted Metrics: Graduation rates, college and career readiness indicators, chronic absenteeism, and math/ELA performance.

Key processes include:

- Quarterly Monitoring Cycles: Evaluate the effectiveness of CSI strategies and interventions.
- Annual Implementation Review: Analyze the impact of CSI actions on student achievement and refine plans accordingly.

● Collaborative Data Analysis: Educational partners, including staff and leadership, review trends to guide adjustments.

Educational Partner Collaboration
OFY-SG ensures ongoing engagement with educational partners to inform decision-making and continuous improvement:
● Staff Data Reflection: Quarterly sessions for teachers and leadership to review student outcomes and refine interventions.
● Parent Advisory Committee (PAC): Active participation in CSI monitoring, providing feedback during quarterly meetings.
● Educational Partner Engagement Events: Opportunities at least once per semester to review and discuss CSI progress.
● Counselor and Leadership Coordination: Monthly meetings to identify students in need of targeted support and ensure timely interventions.
● CNA: Conducted annually with educational partner input to identify growth areas and adjust strategies.

Student Progress Monitoring and Interventions
OFY-SG prioritizes evidence-based interventions to address learning loss, improve achievement, and support graduation:
Focus Areas:
● Maintain or exceed a 68% graduation rate.
● Reduce chronic absenteeism.
● Improve math proficiency through targeted interventions.

RenSTAR Assessments: Administered three times per year to measure growth, identify skill gaps, and provide individualized interventions.

9-12 Grade Cohort Tracker System: Monitors student progress toward graduation beginning in 9th grade and flag students needing additional support.

Reporting and Capacity Building
OFY-SG emphasizes transparency and builds capacity for continuous improvement:
● Quarterly Data Reports: Shared with educational partners to support collaborative decision-making.
● School Board Oversight: Regular updates on CSI progress, outcomes, and adjustments.
● Staff Support: Access to monthly intervention trackers and professional development focused on improving CSI metrics and student outcomes.
● Parent Engagement: Participation in achievement chats and engagement events to strengthen home-school collaboration and support student success.

Through these structured monitoring, evaluation, and collaboration processes, OFY-San Gabriel continuously refines its CSI plan to ensure that all students receive targeted academic support, social-emotional guidance, and opportunities to achieve postsecondary success.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff	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 May 21, 2026. 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 5/26/2026-6/05/2026), 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.

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; May 21, 2026; and June X, 2026.
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.

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.

- 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.

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Reclassification rates	Internal data Spring 2024: 75% Reclassification Rate	Internal data Spring 2025: 62.5% Reclassification Rate	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↑

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%↑

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	Fall 2025 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: 5 – Full Implementation and 5 – Full Implementation and	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	Implementation of Standards: 4 → 5

		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	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.

The majority of the planned actions and services outlined in Goal 1 were implemented as intended, as identified within the LCAP.

Successes: The LEA demonstrated overall success in the implementation of allocations within Goal 1, despite encountering minor challenges. Targeted intervention supports and specialized instruction for Students with Disabilities were effectively implemented, resulting in enhanced alignment with students' IEPs and increased access to individualized academic supports.

The LEA also successfully implemented English Learner (EL) individualized support and instruction through the administration and analysis of EL-specific assessments, including ELPAC and reclassification data. These efforts contributed to maintaining progress toward the LEA's reclassification rate targets by 2027.

Additionally, the LEA demonstrated successful implementation of the iLit program, supported by ongoing professional development provided to English Learner Specialists to strengthen instructional practices and program fidelity. Furthermore, the LEA introduced Math IXL as a supplemental intervention to support mathematics achievement. This platform enabled the provision of targeted, standards-aligned practice and data-driven insights, allowing staff to more effectively identify skill gaps and implement differentiated instruction aligned to individual student learning needs.

Through the LREBG-funded Learning Gap Closure Acceleration action, the LEA expanded intervention and learning recovery opportunities for students identified as academically at risk. These supports included targeted intervention, credit recovery opportunities, expanded

learning opportunities such as night school, and individualized academic support in ELA and mathematics. The LEA also continued to provide structured college and career exploration opportunities to promote postsecondary readiness and increase student engagement in long-term academic planning. These efforts were principally directed toward English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students who were disproportionately impacted by learning disruptions.

Challenges: The LEA continues to face challenges implementing College Board and AVID strategies to develop LTEL students' study skills and independent learning strategies. Many LTEL students require additional support to adapt to the academic rigor and self-directed learning expectations associated with these approaches. This has impacted the consistency of implementation of postsecondary readiness strategies and extended learning opportunities for some students.

Limited staff training, time constraints, and variability in student engagement, motivation, and organizational skills continue to affect consistent implementation. Addressing this ongoing challenge will require sustained professional development, targeted student support, and instructional adjustments to ensure all LTEL students can effectively access and benefit from these strategies.

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

The charter has no material differences between budgeted and actual expenditures to report. Funding allocated for the LREBG-funded Learning Gap Closure Acceleration action was implemented as planned to support targeted academic intervention, expanded learning opportunities, credit recovery, and postsecondary readiness activities for identified student groups. The LEA will continue to monitor expenditures to ensure ongoing alignment between planned allocations, implementation, and student needs.

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

A majority of the actions outlined within Goal 1 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of student progress. Current California Dashboard data indicates a 0.9% decrease in English Learner Progress Indicator (ELPI) growth; however, this reflects overall stability in ELPI performance rather than significant decline, and will continue to be closely monitored to ensure sustained progress.

Goal 1 Actions 2, 3, and 4 are showing effectiveness in supporting the LEA's targeted English Learner reclassification goal of 75% annually, with the charter currently meeting this target at 75% for the 2025–2026 school year. These outcomes suggest that targeted EL supports, instructional strategies, and monitoring systems are contributing to improved language acquisition and reclassification outcomes.

Additionally, Goal 1 Action 1, which focuses on support for Students with Disabilities, is demonstrating progress toward the LEA's three-year outcome goals through increased access to individualized instruction and aligned supports.

The LREBG-funded Learning Gap Closure Acceleration action continues to play a supporting role in these outcomes by providing expanded academic intervention, credit recovery opportunities, and targeted instructional support for students identified as needing additional assistance, including English Learners and Students with Disabilities. These supports are contributing to overall academic access and helping strengthen progress toward both language acquisition and core academic goals.

Continued focus on consistency of implementation and targeted intervention will be necessary to maintain and accelerate growth across all student groups.

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

The LEA will continue implementing the majority of the metrics and actions outlined within Goal 1, as current data indicates these strategies are effective in supporting progress toward the 2026–27 desired outcomes. Based on implementation review and program alignment, the LEA will remove Action #4 (AVID Development) and Action #7 (LTEL Professional Development).

The LEA has not implemented a full AVID program; however, AVID-aligned instructional strategies will continue to be embedded within ongoing professional development for teachers, with a strengthened focus on MTSS practices and instructional support. Additionally, LTEL professional development will continue to be provided but will be consolidated within Action #5 to streamline implementation and improve clarity and consistency in tracking professional learning activities.

In addition, the LEA will relocate the LREBG-funded Learning Gap Closure Acceleration action from Goal 3 to Goal 1 (now represented as Goal 1, Action 6) to better align funding and services with identified student needs. This adjustment ensures LREBG resources are more directly targeted toward student groups demonstrating the greatest academic gaps, particularly Students with Disabilities and English Learners, who continue to show lower levels of growth relative to other student populations, including Low Income and Hispanic students.

This reallocation is intended to strengthen coherence across the LCAP and improve the alignment between funding, intervention strategies, and student outcome goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Students with Disabilities (SWD) Intervention Support and Instruction	Special Education (SPED) teachers and paraprofessionals will have abundant opportunities to attend workshops, take part in planning days, and receive coaching to enhance their ability to provide students with high-quality, differentiated instruction and intervention support that aligns with Common Core standards. This effort will be specifically targeted towards supporting Students with Disabilities. Furthermore, OFY SG will organize post-secondary transition events for all Students with Disabilities in collaboration with educational partners, ensuring active student engagement and the achievement of post-secondary transition goals. Additionally, caseload managers will conduct thorough reviews of Individualized Education Programs (IEPs) upon enrollment to assess the necessity for re-evaluation, adjustments to services, and readiness for state testing.	$300,000	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

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

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.

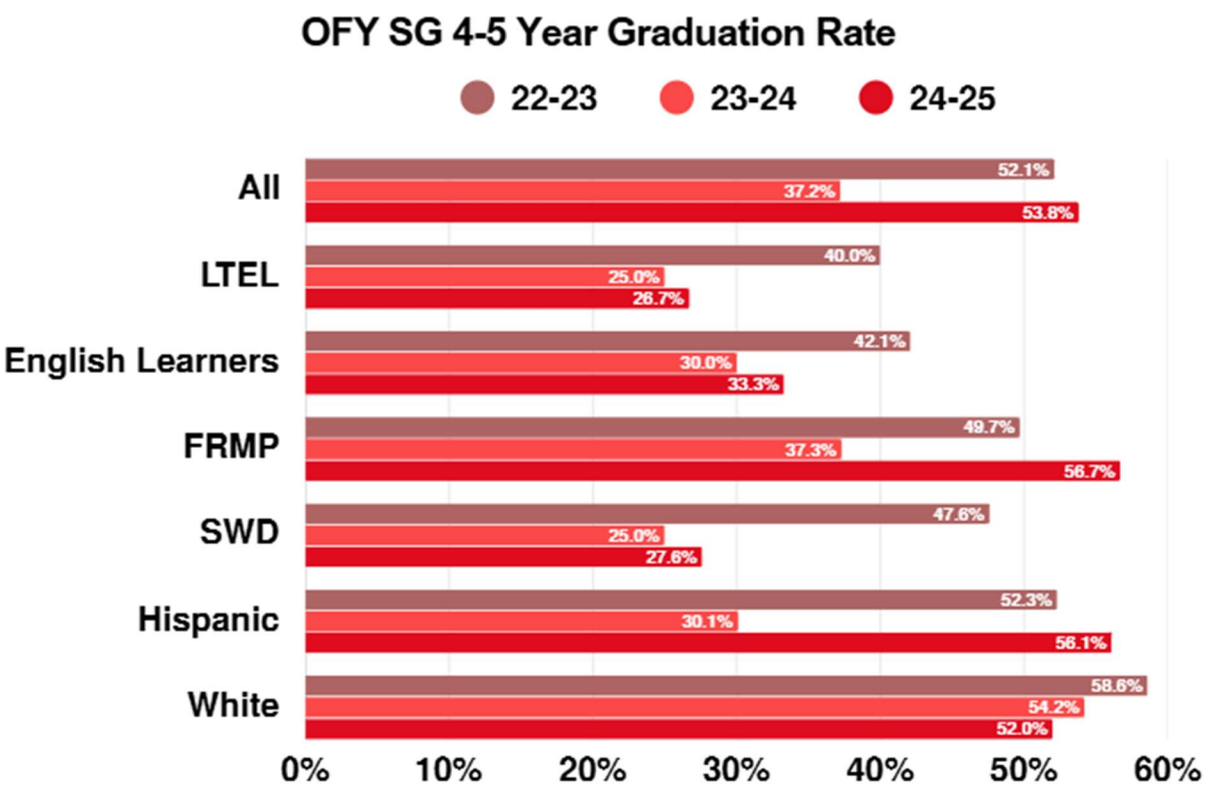
Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

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.


OFY SG 4-5 Year Graduation Rate
22-23
23-24
24-25
All
52.1%
37.2%
53.8%
LTEL
40.0%
25.0%
26.7%
English Learners
42.1%
30.0%
33.3%
FRMP
49.7%
37.3%
56.7%
SWD
47.6%
25.0%
27.8%
Hispanic
52.3%
30.1%
56.1%
White
58.6%
54.2%
52.0%
0%
10%
20%
30%
40%
50%
60%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	UC/CSU (A-G) Completion The charter will strive to increase the percentage of students in the combined four- and five-year graduation cohort who meet UC/CSU entrance requirements (A–G completion), thereby expanding postsecondary opportunities and college readiness for graduates.	Fall 2023 CA Dashboard: All Students: 16.6% Hispanic: 15.9% Socioeconomically Disadvantaged: 14.0%	Fall 2024 CA Dashboard: All Students: 15.5% Hispanic: 13.7% Socioeconomically Disadvantaged: 14.7%	Fall 2025 CA Dashboard: All Students: 27.9% Hispanic: 22.7% Socioeconomically Disadvantaged: 27.8%	By 2026–27, maintain or increase the overall percentage of students meeting UC/CSU A–G requirements at 20% or higher, with continued focus on improving outcomes for student groups performing lowest on the College/Career Indicator (CCI) on the California School Dashboard.	All Students: 11.3%↑ Hispanic: 6.8%↑ Socioeconomically Disadvantaged: 13.8%↑
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%	Fall 2025 CA Dashboard: All Students: 21.4%% Hispanic: 33.3% % Socioeconomically Disadvantaged: 27.3 %	The charter aims to have 5% of all students in the 4-5 year graduating cohort complete dual enrollment college classes through 2026-27, as well as students with the lowest CCI performance on the CA dashboard.	All Students: 1.4%↑ Hispanic: 13.3%↑ Socioeconomically Disadvantaged: 12.7%↓

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%	Fall 2025 CA Dashboard: All: 0% Hispanic: 0% Socioeconomically disadvantaged: 0%	By 2027, The charter aims to have 10 students complete a CTE pathway as measured by the CA Dashboard as well as students with the lowest CCI performance on the CA dashboard.	All: 8.3↓ Hispanic: no change Socioeconomically disadvantaged: no change
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↑

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.

All planned actions and services outlined in Goal 2 were fully implemented as intended and identified within the LCAP.

Successes:
The LEA successfully implemented allocations within Goal 2, with continued progress in post-secondary readiness through the Senior Cohort program, R.I.S.E. (Resilient Individuals Striving for Excellence). This program supported students in career exploration, college awareness, and the development of essential soft skills aligned to post-secondary success.

The LEA strengthened partnerships with the local community college to expand student awareness and participation in college credit-bearing coursework. Additional post-secondary readiness supports, including college tours, application workshops, and FAFSA completion support, provided students and families with increased access to information and resources needed to navigate post-secondary pathways.

The LEA also successfully completed its first cohort of students in Year 2 of the Cosmetology Career and Technical Education (CTE) pathway, representing a key milestone in expanding hands-on, industry-aligned career preparation opportunities.

Challenges:

The LEA continues to experience challenges in expanding CTE program participation. Limited course availability, scheduling constraints, and inconsistent student awareness of CTE offerings have impacted engagement in pathways aligned to student interests and post-secondary goals. In addition, access to fully developed, hands-on industry experiences remains an ongoing barrier. The LEA remains committed to strengthening CTE offerings and improving student participation in career pathways to better support post-secondary readiness and workforce alignment.

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

The LEA identified an increase in student interest in Career Technical Education (CTE) pathways during the implementation period. As a result, the LEA reallocated a portion of funds originally designated under Goal 2, Action 2 (Dual Enrollment) that were not fully utilized, and redirected these resources to support Goal 2, Action 3 (CTE program expansion and supports).

This adjustment allowed the LEA to better align available funding with demonstrated student interest and program demand, while maintaining support for post-secondary readiness opportunities. The overall goal of expanding access to college and career pathways remained unchanged, and expenditures continued to support implementation of Goal 2 actions as intended.

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

The actions outlined within Goal 2 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of student progress. Actions related to college readiness and post-secondary preparedness (Goal 2, Actions 1, 2, and 4) are showing positive outcomes, as evidenced by an increase in A–G completion of 12.4% for all students. Additionally, subgroup performance has improved, with Hispanic students increasing A–G completion by 9% and Socioeconomically Disadvantaged students increasing by 13.1%.

The LEA has also observed growth in student participation in college credit-bearing courses through established MOUs with local colleges supporting dual enrollment opportunities. These increases reflect expanded access to post-secondary coursework and improved awareness of college pathways.

Furthermore, Goal 2 Action 5, focused on Foster and Homeless Youth supports, continues to demonstrate effectiveness. Postsecondary counselors are conducting bi-semester meetings with Foster and Homeless Youth to provide ongoing academic planning, monitoring, and individualized support to promote post-secondary readiness.

Based on current course completion trends and ongoing implementation of post-secondary supports, the LEA anticipates continued progress toward Core Course Completion targets as students complete the current academic cycle.

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

The LEA will continue implementing all actions outlined within Goal 2, as current data and monitoring indicate these strategies are effective in supporting progress toward the 2026–27 desired outcomes related to college and career readiness, credit attainment, and postsecondary planning .

As a result of the annual reflection process, the LEA revised Goal 2, Metric 1 to improve alignment between the metric and the desired outcome. The previous metric relied on data from the College and Career Indicator (CCI) Levels Report and measured students identified as “Prepared” through A–G completion. The revised metric utilizes data from the California Dashboard UC/CSU Eligibility Report and measures the percentage of graduates who meet UC/CSU eligibility requirements. This change provides a more direct and comprehensive measure of A–G completion and college readiness.

The LEA also revised Goal 2, Metric 2 by changing the student group from “all students” to “12th grade graduates” to better align the metric with the population being measured and reported. This revision improves the accuracy, clarity, and consistency of the metric.

No changes are being made to Goal 2 actions, target outcomes, or remaining metrics. Based on implementation results and outcome data, the LEA has determined that the current actions remain appropriate and effective. The LEA will continue monitoring progress and refining implementation practices as needed to support continuous improvement and sustained student success.

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	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

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

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

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Suspension Rates	Fall 2023 CA Dashboard: 0% suspended	Fall 2024 CA Dashboard: 0% suspended	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%↓

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	Fall 2025 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 30.3% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the	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	Clear (% of teaching FTE): 0.8%↑

		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.	Education Code reference mentioned above for alternative settings. Using this report In the 2024-2025 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.

All actions and services identified under Goal 3 of the LCAP were implemented with fidelity and in alignment with the intended plan.

Successes: As a result of effective implementation of Goal 3 actions, the LEA has made measurable progress in strengthening parent involvement and overall educational partner engagement across the school community. This progress has been supported by providing multiple opportunities throughout the year for families, students, and staff to engage in two-way communication and provide meaningful feedback through a variety of platforms and engagement events.

All students have access to a broad range of social-emotional development programs, activities, and supports delivered through both in-person and virtual formats. These opportunities are designed to promote student connection, collaboration, and well-being. Offerings include

experiential learning excursions, field trips, social-emotional learning curriculum, sports programs, student council participation, and student-led events. Increased participation has been observed in school-wide events and activities, particularly those focused on social-emotional learning, contributing to improved student engagement, connectedness, and overall well-being.

Additionally, the school safety initiative (Goal 3, Action 3) was fully implemented through comprehensive safety protocols, clearly defined emergency response procedures, and proactive prevention strategies. These systems have supported the maintenance of a safe and structured learning environment for students and staff.

Challenges: No significant implementation challenges were identified for Goal 3 during this reporting period.

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

The LEA did not fully expend all funding allocated to Goal 3, Action 2 (Social Emotional Development Opportunities) during the reporting period. As a result, available unspent funds were reallocated to support implementation of Goal 1, Actions 3 and 4, specifically to strengthen research-based interventions and targeted curriculum and instructional supports for Long-Term English Learner (LTEL) students.

This reallocation allowed the LEA to align available resources with identified student needs while continuing to support academic intervention and language development priorities. All expenditures remain consistent with LCAP implementation goals and were used to enhance services for high-need student groups.

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

The actions outlined within Goal 3 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of progress. Actions related to educational partner engagement and social-emotional development (Goal 3, Actions 1–3) are showing positive outcomes, as evidenced by sustained low suspension rates (0%) and a low dropout rate of 1.1%.

The school safety initiative is also showing progress based on student and parent survey data related to perceptions of online safety and peer pressure. Student survey scores increased by 0.6 points toward the maximum score of 5, while parent survey scores decreased slightly by 0.36 points. Despite this decrease, both groups continue to report generally positive perceptions of safety, with parent scores exceeding the target benchmark of 4.0 and student scores nearing that benchmark.

Overall, the LEA continues to monitor these indicators closely and will maintain a focus on strengthening student connectedness, safety, and social-emotional supports. Continued implementation is expected to support sustained progress toward desired outcomes by the end of the 2027 LCAP cycle.

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

The LEA will continue implementing all actions and metrics outlined within Goal 3, as they have demonstrated effectiveness in supporting progress toward the 2026–27 desired outcomes. No changes are planned to the goal, metrics, or actions.

The only adjustment is the relocation of the LREBG-funded action from Goal 3 to Goal 1 to better align services with student needs and intended outcomes. This change reflects improved alignment of existing funded activities and does not alter the allowable use or intended purpose of LREBG funds.

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.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$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%	0.00% - No Carryover	$0.00 - No Carryover	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

Goal 1 Action #3	A CNA and Resource Inequity Review conducted in January 2026 identified critical challenges impacting English Learners (EL), Long-Term English Learners (LTEL), low-income (LI) students, and Foster Youth. These findings, corroborated by the 2025 California School Dashboard, internal student performance data, and input from educational partners, highlight specific academic, linguistic, and socio-emotional barriers that require targeted interventions. While actions will be implemented schoolwide to ensure equity and consistency, they are principally directed toward these student groups to provide focused support that addresses persistent achievement gaps, access barriers, and disproportional outcomes. **Key Needs Identified in 2025-26** Low-Income Students (LI): Face systemic barriers including limited access to resources, inconsistent attendance, and economic instability. Targeted interventions include literacy and math supports, behavioral programs, and wraparound services to provide personalized instruction and equitable learning opportunities. English Learners (EL) & Long-Term English Learners (LTEL): Require focused language and academic support to access grade-level content. Actions include SIOP-based instruction, designated and integrated ELD, and data-driven interventions to accelerate language acquisition and support reclassification. Foster Youth: Experience educational disruption, trauma, and inconsistent academic supports. Supports include targeted interventions, trauma-informed practices, and consistent monitoring to stabilize engagement and promote academic and socio-emotional growth.	This action is principally directed toward the needs of unduplicated student groups—including English Learners (EL), Long-Term English Learners (LTEL), low-income students (LI/FRMP), Homeless Youth (HY), and Foster Youth (FY)—as identified through the CNA, California School Dashboard data, local performance measures, and educational partner feedback. These actions are implemented LEA-wide to ensure equitable access to support, consistency in implementation, and coordinated monitoring systems across programs and sites. Because a significant portion of the LEA's student population is classified as unduplicated, implementing these interventions LEA-wide ensures that students experiencing systemic academic, linguistic, and socio-emotional barriers receive consistent and coordinated support regardless of school location or program setting. **Goal 1, Action 3 – Implementation of Research Based Interventions** How It Addresses Needs: This action provides targeted academic and social-emotional supports to unduplicated student groups, including EL, LTEL, low-income (LI/FRMP), foster youth (FY), and homeless youth (HY). Supports include tutoring, structured intervention periods, counseling, and extended learning opportunities, designed to address barriers such as language proficiency gaps, interrupted learning, economic instability, and trauma. By delivering differentiated instruction, culturally responsive strategies, and socio-emotional resources, this action ensures that unduplicated students receive the personalized interventions necessary to engage meaningfully, achieve grade-level content mastery, and	**Metric 3: Math Grade Equivalency** Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a yellow rating by the 2027 CA Dashboard release.

	2025-26 Data Trends Student Achievement: English Learners (EL) • Math GLE Average: 1.0 • ELA GLE Average: 1.6 Long-Term English Learners (LTEL) • Math GLE Average: 0.6 • ELA GLE Average: 1.9 Low-Income (LI) Students • Math GLE Average: 1.3 • ELA GLE Average: 1.6 Foster Youth • Math GLE Average: 0.3 • ELA GLE Average: 0.0 Attendance & Engagement English Learners (EL) • 6–12 Chronic Absenteeism: 18.2% • 7–8 Chronic Absenteeism: 11.1% Long-Term English Learners (LTEL) • 6–12 Chronic Absenteeism: 29.3% • 7–8 Chronic Absenteeism: 12.5% Low-Income (LI) Students • 6–12 Chronic Absenteeism: 31.8% • 7–8 Chronic Absenteeism: 35.3% Foster Youth • 6–12 Chronic Absenteeism: 57.1% • 7–8 Chronic Absenteeism: 0.0% Educational Partner Feedback • 57.5% of students reported feeling they have adequate access to academic interventions. • 80.77% of families indicated they receive enough communication and support for student success. These findings underscore the need for targeted actions to ensure unduplicated students have	improve overall academic and social-emotional outcomes. Why LEA-wide: Implementing this action LEA-wide guarantees equitable access to high-quality supports for all students, ensuring that students experiencing systemic barriers receive consistent, coordinated interventions. A systemwide approach promotes instructional consistency, coordinated monitoring of progress, and early identification of students needing additional support, while avoiding fragmentation of services. By providing these interventions for all students, the LEA ensures that unduplicated students are supported regardless of school placement or program model, strengthening both equity and sustainability of services. Implementing this action LEA-wide supports the LEA's commitment to equity by providing coordinated academic, social-emotional, and engagement supports while ensuring that unduplicated students receive consistent, high-quality services designed to remove systemic barriers and improve educational outcomes.	

	access to instruction, resources, and support necessary for academic success and personal growth.		

Goal 1 Action #4	A CNA conducted in January 2026, alongside the 2025 California School Dashboard and educational partner feedback, identified gaps in staff capacity that affect the academic and social-emotional outcomes of English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and socioeconomically disadvantaged students (FRMP). These student groups face systemic barriers—including academic gaps, attendance challenges, and social-emotional stressors—that require targeted interventions and specialized instructional support. While professional development initiatives are implemented schoolwide for consistency and equity, they are principally directed toward these unduplicated student groups to ensure educators are equipped to meet their unique needs. **Key Needs Identified in 2025-26** English Learners (EL) & LTEL: • Gaps in language proficiency, academic vocabulary, and access to grade-level content. • Need for structured, evidence-based professional development in integrated and designated ELD, Sheltered Instruction Observation Protocol (SIOP), and culturally responsive teaching. • Goal: Accelerate language acquisition, support reclassification, and close achievement gaps. Foster Youth (FY) & Low-Income Students (FRMP): • Challenges include unstable living conditions, chronic absenteeism, and exposure to trauma or socioeconomic stressors. • Educators require professional development in trauma-informed practices, restorative	Through the CNA, internal data, and feedback from educational partners, the LEA identified the need to strengthen educator capacity to support unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and homeless/foster youth. These student groups face unique academic and social-emotional challenges, including language barriers, economic hardship, and instability that require differentiated instructional strategies and consistent, targeted support. **Goal 1, Action 4 - All Staff Professional Development** How It Addresses Needs: This action provides targeted professional development to all staff, addressing the specific needs of unduplicated student groups: • Equity-Focused Instruction: Training emphasizes culturally responsive teaching, differentiated instruction, and trauma-informed practices to address barriers related to language, socioeconomic status, and academic engagement. • Supporting EL and LTEL Students: Staff receive instruction on designated and integrated ELD, bilingual strategies, and language scaffolding to strengthen language acquisition, academic engagement, and reclassification progress. • Consistent Support Across Classrooms: By including teachers, administrators, and support personnel, professional development ensures uniform, high-quality practices across all classrooms and learning environments. • Social-Emotional and Trauma-Informed Strategies: Educators learn restorative practices and SEL strategies to support	**Metric 6: Local Indicator – Priority 2: Implementation of State Standards** Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards **Metric 3: Math Grade Equivalency** Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a

	approaches, social-emotional learning (SEL), and equity-focused instructional strategies. • Goal: Provide stable, responsive supports that promote engagement, school connectedness, and academic success. Overall Staff Readiness: • Fall 2025 LCAP survey indicates that while 61.5% of staff feel current PD aligns with instructional needs, targeted training for unduplicated student groups is insufficient. • Only 30.8% report access to PD focused on social-emotional learning. • Emphasis on practical, classroom-connected PD is needed to improve instructional outcomes for high-need students. **2025-26 Data Trends** <u>Professional Development Relevance</u> • 88.28% of staff are satisfied with current PD offerings. • 11.54% feel neutral about the PD meeting their instructional needs. • 30.8% report access to PD focused on social-emotional learning. <u>Student Achievement:</u> English Learners (EL) • Math GLE Average: 1.0 • ELA GLE Average: 1.6 Long-Term English Learners (LTEL) • Math GLE Average: 0.6 • ELA GLE Average: 1.9 Foster Youth • Math GLE Average: 0.3 • ELA GLE Average: 0.0 <u>Educational Partner Feedback / Family Engagement</u>	foster youth, homeless students, and students facing economic hardship, fostering a safe and inclusive school climate. • Data-Driven Improvement: Teacher feedback and student outcome data guide the continuous refinement of professional learning cycles to remain responsive to evolving needs. Why LEA-Wide: Implementing this professional development LEA-wide ensures equitable access and instructional consistency for all unduplicated students across every site. This systemwide approach: • Promotes collaboration, shared accountability, and strategic resource allocation. • Reduces disparities in instructional effectiveness and student support. • Builds a sustainable, inclusive learning culture where evidence-based strategies are consistently applied, maximizing impact for ELs, LTELs, FRMP students, and foster/homeless youth. By providing professional development LEA-wide, the LEA ensures that educators are fully equipped to implement differentiated, culturally responsive, and trauma-informed strategies. This investment fosters equitable access to high-quality instruction, strengthens student engagement, and improves academic and social-emotional outcomes for unduplicated student groups, creating a more inclusive and supportive learning environment for all learners.	yellow rating by the 2027 CA Dashboard release.

	• 92.31% of parents reported that the school provides timely and effective communication “always” or “often.” • 7.69% of parents reported that they only received communication from the school “sometimes.” Indicates a need to strengthen home-school communication and family partnerships. These findings reinforce the urgent need for targeted professional development under LCAP Goal 1, Action 5 to enhance teacher effectiveness in addressing the unique challenges of unduplicated student groups, ensuring equitable access to high-quality instruction and support services.		

Goal 2 Action #1 Action #2 Action #3 Action #4	A CNA and the 2025 California School Dashboard outcomes highlight significant gaps in graduation rates and College/Career Readiness for low-income students (LI), foster youth (FY), and English Learners (ELs). These unduplicated student groups face systemic barriers that limit access to post-secondary education and career pathways. While interventions will be implemented schoolwide for equity and consistency, they are principally directed toward these high-need populations to ensure targeted support close opportunity and achievement gaps. **Key Needs Identified in 2025-26** Low-Income Students (LI) & Foster Youth (FY): • Barriers include limited access to financial aid guidance, academic counseling, mentorship, and family support. • Students require structured, individualized support to navigate post-secondary pathways, including CTE, AP, and dual enrollment programs. • Goal: Increase access to college/career resources, enhance engagement, and improve graduation and post-secondary outcomes. English Learners (ELs): • Language proficiency gaps limit eligibility for rigorous coursework and participation in post-secondary pathways. • Cultural and informational barriers reduce awareness and access to AP courses, CTE programs, and dual enrollment opportunities. • Goal: Provide targeted, language-accessible interventions and mentorship to accelerate post-secondary readiness.	Through the CNA, internal data, and feedback from educational partners, the LEA identified unique needs for English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and foster youth. These student groups face systemic barriers to college and career readiness, including limited access to post-secondary guidance, financial constraints, language proficiency gaps, and exposure to advanced coursework. To address these challenges, the LEA is implementing schoolwide postsecondary advancement programs, college credit courses, and enhanced Career Technical Education (CTE) opportunities that are principally directed toward unduplicated student groups. **Goal 2, Action 1 – Postsecondary Advancement Programs** How It Addresses Needs: • Targeted Academic and Career Guidance: Provides unduplicated students with structured support for postsecondary planning, including individualized academic counseling, mentorship, and college application guidance. • Equity-Focused Intervention: Focuses on EL, LTEL, FRMP, and foster youth to ensure they can navigate financial aid, scholarships, and postsecondary pathways that might otherwise be inaccessible. • Bridging Opportunity Gaps: Early exposure to postsecondary requirements and resources helps reduce disparities in graduation rates and college readiness indicators. Why Schoolwide: Offering these programs schoolwide ensures consistent access to postsecondary planning	**Metric 1: UC/CSU (A–G)** Completion Maintain or increase the overall percentage of students in the combined four- and five-year graduation cohort meeting UC/CSU entrance requirements (A–G completion) to 20% or higher by 2026–27, with a focus on improving outcomes for student groups with the lowest CCI performance on the CA School Dashboard. **Metric 2: College Credit Courses** Increase the percentage of students completing dual enrollment college courses to 5% by 2026-27, including students with the lowest CCI performance on the CA Dashboard **Metric 3: CTE Pathway Completion** Ensure 10 students complete a Career Technical Education (CTE) pathway by 2027, as measured by the California Dashboard, with a focus on students with the lowest CCI performance on the CA Dashboard **Metric 4: Core Course Credit Completion** Ensure that all students complete at least 5.3 units per

	2025-26 Data Trends College/Career Readiness Performance English Learners (EL): • 15.0% Approaching Prepared (CCI) • 75.0% Not Prepared (CCI) • 14.3% A–G Completion Low-Income Students (LI): • 18.9% Approaching Prepared (CCI) • 78.6% Not Prepared (CCI) • 13.3% A–G Completion Foster Youth (FY): • N/A Approaching Prepared (CCI) • N/A Not Prepared (CCI) • N/A % A–G Completion Graduation Rates • EL: 33.3% • LI: 56.6% • FY: N/A Educational Partner Feedback • 96.16% of parents expressed positive satisfaction with the academic support their child receives to be prepared for college and career. • 77.5% of students expressed positive satisfaction with the academic support they receive to be prepared for college and career. These findings emphasize the urgent need for targeted interventions to improve college and career readiness for unduplicated student groups. By expanding equitable access to CTE pathways, financial aid support, mentorship, and culturally responsive programming, we can ensure that all students—regardless of socioeconomic status or language background—are empowered to pursue their post-secondary aspirations.	resources, so every student, regardless of school or background, receives equitable guidance and support in preparing for college and career pathways. **Goal 2, Action 2 – College Credit Course Enrollment** How It Addresses Needs: • Broad Access: Provides all students with opportunities to earn college credit while in high school, promoting advanced learning and postsecondary preparation. • Targeted Support for Unduplicated Students: EL, LTEL, FRMP, and foster youth benefit from structured scaffolding, academic support, and mentorship to succeed in rigorous coursework. • Pathway to College Readiness: Early credit accumulation builds confidence, accelerates academic progress, and reduces barriers to higher education. Why Schoolwide: Implementing college credit courses schoolwide ensures equitable access to advanced coursework, promoting a consistent high-expectation culture and supporting students historically underrepresented in postsecondary opportunities. **Goal 2, Action 3 – CTE Program Enhancement for Improved Graduation and Readiness Outcomes** How It Addresses Needs: • Career Exploration and Skill Development: Expands CTE offerings to provide unduplicated students with practical, hands-on learning experiences that connect to workforce opportunities.	core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year **Metric 5: DASS Graduation Rate (One-Year)** Achieve a one-year graduation rate of at least 70% by 2026-27.

		• Mentorship and Internship Opportunities: Offers structured pathways for EL, LTEL, FRMP, and foster youth to explore careers, develop professional skills, and build postsecondary readiness. • Alternative Pathways to Success: Supports students who may struggle in traditional academic settings by emphasizing competency-based and real-world skill development. Why Schoolwide: Providing enhanced CTE programs schoolwide ensures all students have access to high-quality career and technical education, fostering equitable opportunities for skill-building, exploration, and future employment pathways. **Goal 2, Action 4 – Enhancing Student Readiness with Comprehensive Post-Secondary Events** How It Addresses Needs: • Workshops and Information Sessions: Offers college fairs, financial aid nights, FAFSA support, and dual-enrollment orientations, prioritizing unduplicated student groups who may lack familial support in navigating postsecondary options. • Guided Postsecondary Planning: Provides opportunities for EL, LTEL, FRMP, and foster youth to connect with advisors, peers, and mentors, reducing systemic barriers and increasing awareness of college and career pathways. • Data-Informed Targeting: Uses CNA, Dashboard, and local data to identify students most in need of guidance and structured postsecondary support. Why Schoolwide:	

		Implementing these events schoolwide guarantees equitable exposure to critical postsecondary planning resources for all students, creating a coordinated and inclusive approach to preparing students for college and career success. By implementing these Goal 2 actions schoolwide, the LEA ensures that unduplicated student groups receive targeted, equitable support to access postsecondary opportunities. Schoolwide delivery allows for consistent instruction, structured career pathways, and high-quality guidance, helping ELs, LTELs, FRMP students, and foster youth overcome systemic barriers and achieve college and career readiness. These initiatives align with the LEA's commitment to equity, student engagement, and postsecondary success for all learners.	

Goal 3 Action #1 Action #2 Action #3	A CNA and the 2025 California School Dashboard outcomes identified notable gaps in social-emotional development for low-income students (LI), foster youth (FY), and English Learners (ELs). These unduplicated student groups face systemic barriers that limit their access to SEL programs, supportive relationships, and safe, engaging learning environments. While interventions will be implemented schoolwide to maintain equity and consistency, they are principally directed toward these high-need populations to ensure targeted supports close gaps in social-emotional growth and engagement. **Key Needs Identified in 2025-26** Low-Income Students (LI) & Foster Youth (FY): • Socioeconomic challenges and/or unstable home environments hinder the development of emotional regulation, resilience, and healthy relationships. • Foster youth experience additional disruption due to frequent placement changes, impacting consistent adult relationships and access to SEL supports. • Goal: Provide targeted, individualized SEL interventions, counseling, and extracurricular supports to foster stability and engagement. English Learners (ELs): • Language and cultural barriers limit full participation in SEL programs, affecting comprehension, engagement, and a sense of belonging. • Goal: Implement culturally and linguistically responsive SEL programming that allows ELs to develop emotional intelligence and connect meaningfully with peers and adults. **2025-26 Data Trends**	Through the CNA, internal data, and feedback from educational partners, the LEA identified unique needs for English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and foster youth. These student groups face systemic barriers that affect both their academic success and social-emotional well-being, including limited family engagement, lack of access to supportive programs, and challenges related to school safety and connectedness. To address these needs, the LEA is implementing schoolwide initiatives focused on parent engagement, social-emotional development, and maintaining a safe and inclusive school environment. **Goal 3, Action 1 – Parent Involvement and Educational Partner Engagement** How It Addresses Needs: • Targeted Support for Unduplicated Students: Provides FRMP, foster youth, EL, and LTEL families with tailored resources such as multilingual workshops, trauma-informed parenting sessions, and mentorship programs to strengthen student outcomes. • Building Strong Home-School Partnerships: Encourages regular communication, active participation in school events, and collaboration between families and educators to increase student engagement and academic achievement. • Equity-Focused Resource Access: Ensures families facing socioeconomic, language, or stability barriers receive guidance and support to help students navigate academic and social-emotional challenges. Why Schoolwide:	**Metric 1: Suspension Rates** Maintain annual suspension rates at or below 1.5% **Metric 2: School Climate Survey** Achieve an Online Safety rating of 4.0 or higher for all survey groups by the end of the Spring 2027 survey. Parent participation should reach 20% or more by the end of 2027. **Metric 3: Chronic Absenteeism** Decrease middle school chronic absenteeism rates by 10% across all student groups, aiming for a Yellow color designation on the 2027 CA Dashboard **Metric 5: Dropout Rates** Maintain middle school and high school dropout rates below 5% annually

	Social-Emotional Development Participation • EL: 9.6% SEL participation • LI: 25.9% SEL participation • FY: 16.7% SEL participation Student Well-Being Indicators • 3.92 / 5 – Students feel connected and a sense of belonging • 3.92 / 5 – Students feel social media pressure to fit in • 3.79 / 5 – Students report peers are friendly • 85.83% feel the school supports their mental health and well-being Educational Partner Feedback • 4.44 / 5 – Parents feel part of the school community • 69.23% of parents feel the school supports students' mental health and overall well-being • 76.92% of parents feel your child feels safe and supported at school (physically and emotionally)? • 4.72 / 5 – Parents feel their child's teacher has meaningful connection with their child These findings highlight the need for focused interventions to enhance social-emotional development among unduplicated student groups. By increasing access to culturally relevant programs, providing additional language support, and ensuring equal opportunities in extracurricular activities, we can create an environment where all students are empowered to grow emotionally and academically.	Implementing parent engagement initiatives schoolwide ensures all families have access to consistent opportunities for collaboration and support. This promotes a unified, equitable approach to family involvement and strengthens a culture of shared responsibility for student success. **Goal 3, Action 2 – Social-Emotional Development Opportunities** How It Addresses Needs: • Culturally Responsive SEL Programming: Provides ELs with meaningful engagement in social-emotional learning through inclusive, linguistically accessible curricula. • Targeted Support for Vulnerable Students: Foster youth and low-income students receive structured support groups, counseling, and after-school SEL programs to build resilience, peer connections, and emotional well-being. • Holistic Development: Integrates SEL strategies into everyday instruction and extracurricular activities to support both academic and socio-emotional growth. Why Schoolwide: Offering SEL programs schoolwide ensures equitable access to social-emotional learning for all students, promoting consistent practices and supports across all classrooms and sites. This approach strengthens school culture, enhances student engagement, and reduces disparities in emotional well-being. **Goal 3, Action 3 – School Safety** How It Addresses Needs: • Creating Safe and Inclusive Environments: Implements policies, staff training, and student programs designed to ensure all	

		students, particularly unduplicated groups, feel safe and supported at school. • Proactive Prevention and Intervention: Includes monitoring systems, restorative practices, and structured behavioral supports to address safety concerns, reduce incidents, and improve student attendance and engagement. • Support for Academic and Social-Emotional Success: A safe learning environment allows students to focus on learning, develop relationships, and participate fully in school activities without fear or disruption. Why Schoolwide: Providing school safety measures schoolwide ensures systemwide consistency, equitable protection, and predictable support structures for every student. LEA-wide implementation prevents fragmentation of safety initiatives and allows early identification of students needing additional social-emotional or behavioral support. By implementing these Goal 3 actions schoolwide, the LEA ensures that all students—especially those from unduplicated groups—receive equitable access to parent engagement, social-emotional development, and safe learning environments. Schoolwide delivery promotes consistency, collaboration, and systemic improvement, aligning with the LEA's commitment to holistic student success, well-being, and an inclusive school culture.	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 1 Action #2 Action #5	Through the January 2026 CNA, internal student performance data, California School Dashboard metrics, and educational partner feedback, the LEA identified the unique needs of English Learners (ELs) that require targeted interventions and differentiated support to improve language acquisition, academic performance, and overall engagement in school. **Unique Needs Identified in 2025-26 for EL Students** Language Development and Academic Access: English Learners continue to face systemic barriers related to language proficiency that limit their ability to fully access grade-level curriculum, participate in academic discourse, and demonstrate mastery on assessments. Targeted language development supports and scaffolded instruction are necessary to ensure equitable access to core content. Course Engagement and Academic Progress: EL students often require additional instructional scaffolds, structured vocabulary development, and integrated English Language Development (ELD) strategies to successfully complete core courses and maintain progress toward graduation and college and career readiness. Social-Emotional and Cultural Adjustment: Language barriers and cultural differences can impact students' sense of belonging and engagement within the school community. Intentional culturally responsive practices and supportive relationships with staff are necessary to address the academic and socio-emotional needs of EL students. **2025-26 Data Trends**	Through the January 2026 CNA, internal student performance data, and feedback from educational partners, the LEA identified data-verified, unique needs for EL and LTEL students that require exclusively provided, tailored support. These students face persistent language acquisition gaps, limited access to grade-level content, and barriers to reclassification that general education services cannot fully address. The following actions are principally directed toward this student group to ensure equitable academic progress, language development, and personal growth. **Goal 1, Action 2 – EL Individualized Support and Instruction** How It Addresses Need(s): • Individualized Learning Plans (ILPs): Each EL student receives a personalized ILP aligned to the ELA/ELD Framework through the Bilingual Scholars Program. Plans target language proficiency, literacy skills, and academic content gaps. • Targeted Instructional Strategies: Integrated and designated ELD, scaffolded academic discourse, and culturally relevant curriculum support students in accessing grade-level content. • Ongoing Progress Monitoring: EL-specific assessments, including ELPAC and reclassification data analysis, track growth and guide intervention adjustments. Why It's Exclusively for EL & LTEL Students: • EL and LTEL students face unique language acquisition challenges not experienced by other students. • General education instruction and interventions are insufficient to meet the	**Metric 1 - Reclassification Rates** Annually maintain or increase the EL-eligible student reclassification rate at 75% or higher **Metric 4 - LTEL Reading Grade Equivalency** Achieve an average increase of 1.0 GLE in reading annually for all students and LTELs, aiming for a yellow rating in the ELA CAASPP by the 2027 CA Dashboard release. **Goal 1, Metric 5-ELPI** Maintain at least 55% of English Language Learners make progress on their ELPAC level, maintaining a high ELPI, by the release of the 2027 CA Dashboard. **Goal 2, Metric 5-DASS one-year graduation rates:** By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.

	Language Proficiency and Academic Growth: EL students demonstrated 56.3%% progress toward English proficiency, indicating the need for continued differentiated language development supports. Course Completion: EL students completed an average of 10.2 English, 8.9 Math, 7.3 Science, and 8.7 Social Science, but continue to struggle on the SBAC and CAST, highlighting areas where additional academic intervention and monitoring are needed in addition to focus on reducing credit deficiency. Engagement and Stability Indicators: Attendance and participation data show that consistent monitoring and individualized supports remain critical to ensuring EL students maintain engagement and academic progress. These findings reinforce the need for actions principally directed and exclusively provided to English Learners, ensuring they receive the targeted interventions and differentiated supports necessary to overcome language barriers, increase access to instruction, and achieve improved academic outcomes.	linguistic and academic needs necessary for reclassification and proficiency. • These individualized actions ensure students can overcome language barriers, accelerate English proficiency, and achieve academic growth that is not available to the broader student population. Expected Impact: • Supports sustained language development and reclassification readiness. • Increases equitable access to academic content and literacy interventions. • Promotes both academic achievement and social integration. **Goal 1, Action 5 – EL and LTEL Professional Development** How It Addresses Need(s): • Specialized Training for EL Specialists: Professional development equips teachers with evidence-based strategies for integrated and designated ELD, differentiated instruction, and culturally responsive teaching. • Focus on Instructional Effectiveness: Training emphasizes scaffolding, vocabulary development, and classroom practices tailored to EL and LTEL students' unique linguistic and academic needs. • Continuous Improvement Cycles: Teacher feedback and student performance data inform iterative refinement of professional learning offerings. Why It's Exclusively for EL & LTEL Students: • EL students require highly specialized instructional strategies to address specific language gaps. • General professional development does not provide the depth or specificity needed to	

		improve reclassification rates, English proficiency, and academic outcomes. • Ensures educators have targeted skills to overcome barriers uniquely faced by EL and LTEL students, fulfilling both legal and equity-based mandates for language support. Expected Impact: • Strengthens teacher capacity to deliver effective, individualized instruction. • Improves student engagement, language proficiency, and access to grade-level content. • Supports equitable outcomes by directly addressing systemic disparities in academic performance for EL and LTEL students. By implementing these limited actions, the LEA ensures that EL and LTEL students receive exclusive, data-driven, and targeted support necessary to overcome language acquisition challenges and achieve academic success. These actions are principally directed to meet their unique needs, promote equitable outcomes, and foster both academic progress and personal growth, aligning with state, federal, and local priorities for student equity and reclassification readiness.	

Goal 2 Action #5	Through the January 2026 CNA, internal student performance data, California School Dashboard metrics, and educational partner feedback, the LEA identified the unique needs of Homeless Youth (HY) and Foster Youth (FY) that require targeted interventions and differentiated support to address barriers related to housing instability, academic engagement, and social-emotional well-being. **Unique Needs Identified in 2025-26 for HY and FY** Housing Instability and Academic Access: Homeless and Foster Youth often experience disruptions in housing and family stability that can impact consistent access to instruction, academic resources, and supportive learning environments. These systemic barriers frequently contribute to interrupted learning and difficulty maintaining academic progress. Attendance and Engagement Challenges: Internal data indicates that students experiencing homelessness or foster placement changes are more likely to experience chronic absenteeism and disengagement from school. Consistent attendance monitoring, individualized academic support, and targeted re-engagement strategies are necessary to ensure these students remain connected to their educational programs. Social-Emotional and Stability Needs: Frequent transitions, trauma exposure, and limited access to stable adult support systems can significantly impact the emotional well-being of Homeless and Foster Youth. These students require intentional social-emotional supports, access to counseling services, and connections to community resources to promote resilience and stability.	Through the CNA, internal data, and educational partner feedback, the LEA identified homeless and foster youth as having unique, data-verified academic and socio-emotional needs. These students face instability, trauma, and systemic barriers that directly impact academic performance and overall well-being. This action is principally directed and exclusively provided to homeless and foster youth to ensure they receive tailored support, individualized interventions, and specialized services designed to overcome these barriers and promote equitable academic and personal outcomes. How It Addresses Need(s): • Post-Secondary Counseling and Support: Regular meetings with counselors, at least semi-annually or as needed, provide guidance on educational and career pathways, help students access transportation assistance, and connect them with essential resources. • Targeted Counseling Services: Specialized counseling addresses trauma, stress management, and social-emotional challenges, fostering resilience and supporting academic engagement. • Academic Support Programs: Tailored academic interventions help homeless and foster youth stay on track with coursework, credit attainment, and grade-level expectations despite external challenges. • Mentoring Opportunities: Stable adult mentorship provides guidance, emotional support, and a sense of belonging, helping students navigate personal and educational challenges. • Community Partnerships: Collaboration with local agencies expands access to housing, healthcare, and wraparound services,	**Metric 5-DASS one-year graduation rates**: By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric. **Metric 4 - Core Course Credit Completion** The charter aims for all students to complete a minimum of 5.3 units in each core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year.

	Coordinated Support Systems: Educational partner feedback from staff, counselors, and community partners highlights the need for coordinated services such as trauma-informed practices, housing and community referrals, and structured support programs that address both academic and non-academic barriers affecting these students. **2025-26 Data Trends** Attendance Indicators: Internal data shows 66.7% chronic absenteeism among Homeless Youth and 100% among Foster Youth in grades 6–12, indicating the need for targeted attendance monitoring and intervention. Engagement and Support Needs: Ongoing data review and individualized case management are necessary to address attendance barriers, ensure access to educational resources, and support sustained engagement in school. These findings reinforce the need for actions principally directed and exclusively provided to Homeless and Foster Youth, ensuring they receive the targeted academic interventions, stability supports, and social-emotional services necessary to overcome systemic barriers and achieve improved educational outcomes.	addressing holistic needs beyond the classroom. Why It's Exclusively for Homeless and Foster Youth: • Instability and Trauma: Frequent disruptions in living situations directly impact academic and social-emotional outcomes, requiring targeted interventions not needed by the general population. • Lack of Basic Necessities: Services address barriers such as housing, transportation, and food insecurity that general programs cannot fully resolve. • Social-Emotional Challenges: Specialized counseling and mentoring meet unique psychological and emotional needs. • High School Mobility: Increased school transfers necessitate individualized monitoring and academic continuity strategies. • Holistic Support Needs: Students require access to comprehensive wraparound services to overcome systemic inequities and ensure equitable outcomes. • Sense of Belonging: Tailored interventions foster inclusion and connection to the school community, mitigating isolation. Expected Impact: • Supports academic progress by addressing barriers to attendance, engagement, and credit attainment. • Enhances social-emotional development and resilience, improving overall well-being. • Ensures equitable outcomes by providing services not available to the broader student population but critical for homeless and foster youth.	

		By implementing this action, the LEA ensures homeless and foster youth receive exclusive, targeted support and comprehensive services necessary to overcome instability, trauma, and systemic barriers. These interventions are principally directed to this group to provide academic, social-emotional, and practical supports that enable students to thrive, achieve equitable outcomes, and access post-secondary opportunities.	

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.

To address the unique and data-verified needs of unduplicated student groups, the LEA implements targeted, limited actions that are principally directed and exclusively provided to English Learners (EL), Long-Term English Learners (LTEL), and Homeless/Foster Youth. These actions focus on individualized instruction, specialized interventions, and professional development to overcome specific academic, linguistic, and socio-emotional barriers identified through the CNA, Dashboard metrics, and educational partner feedback.

Goal 1, Action 2 – EL Individualized Support and Instruction
Student Group: English Learners (EL) & Long-Term English Learners (LTEL)

Methodology: We dedicate 70% of the English Language Development Teacher's time to providing individualized instruction and learning plans tailored to each EL and LTEL student. This includes small-group instruction, scaffolded ELD strategies, progress monitoring through ELPAC and course data, and goal-setting aligned with language proficiency and academic performance. All activities are structured to address the linguistic and academic barriers identified in the CNA and educational partner feedback.

Estimated Allocation: $50,000 (staff) + $20,000 (Service fees with contracted vendors)
Planned Percentage of Improved Services: 5.09% of LCFF funds toward increased or improved services

Justification: This allocation directly addresses the unique needs of EL and LTEL students by providing targeted, scaffolded instruction that general education services cannot fully meet. By dedicating staff time to these interventions, we ensure consistent monitoring, individualized support, and academic scaffolding that enables students to progress toward reclassification and grade-level proficiency. These targeted services are exclusively provided to EL and LTEL students to overcome language acquisition gaps, promote equitable academic outcomes, and support overall personal growth.

Goal 1, Action 5 – EL and LETEL Professional Development
Student Group: English Learners (EL) & Long-Term English Learners (LTEL)

Methodology: We dedicate 70% of ELL Coaches' time for staff professional development, to training teachers in culturally responsive pedagogy, differentiated instruction, and scaffolded language strategies specifically for EL and LTEL students. This includes workshops, coaching sessions, and collaborative planning designed to improve instructional quality, reclassification readiness, and language development outcomes.

Estimated Allocation: $30,000 (staff) + $35,000 (Service fees with contracted vendors)
Planned Percentage of Improved Services: 4.73% of LCFF funds toward increased or improved services

Justification: This action is principally directed at EL and LTEL students because these groups face unique language acquisition and academic barriers that general professional development does not fully address. Equipping educators with specialized strategies ensures that instruction is tailored, equitable, and effective, improving engagement, language proficiency, and academic success for EL and LTEL students.

Goal 2, Action 5 – Homeless & Foster Youth Services
Student Group: Homeless and Foster Youth

Methodology: We dedicate 10% of the Post-Secondary Counselor's time to provide individualized counseling, academic interventions, mentoring, and connections to community resources for homeless and foster youth. Services include post-secondary guidance, wraparound support, trauma-informed counseling, and monitoring academic progress to address the barriers identified in the CNA.

Estimated Allocation: $22,000 (staff) + $8,000 (Service fees with contracted vendors)
Planned Percentage of Improved Services: 2.18% of LCFF funds toward increased or improved services

Justification: Homeless and foster youth face unique barriers such as instability, trauma, and lack of access to basic necessities. These challenges require targeted, exclusive interventions that general services cannot provide. This allocation ensures that students receive comprehensive, individualized support, promoting academic progress, socio-emotional resilience, and equitable access to post-secondary opportunities.

By dedicating staff time and resources exclusively to these student groups, the LEA ensures equitable outcomes, consistent monitoring, and targeted support not available to the broader student population. These limited actions promote academic progress, personal growth, and social-emotional well-being, providing students with the guidance and interventions necessary to succeed both in school and beyond.

Total Contribution from Limited Actions (Goal 1, Actions 2, 5, and Goal 2, Action 5): 12.02%

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The LEA strategically allocates additional concentration grant add-on funding—available due to an unduplicated student group count above 55%—to increase staffing and resources for English Learners (EL), Long-Term English Learners (LTEL), Low-Income (FRMP) students, and Foster Youth. These funds are dedicated to expanding direct services at high-need schools to address academic, language, and socio-emotional barriers.

Goals and Actions Funded:
Funding directly supports LCAP Goal 1 and Goal 2 actions, including:

- Goal 1, Action 2: Extended instructional time and individualized support for EL and LTEL students.
- Goal 1, Action 4-5: All staff professional development and targeted EL/LTEL professional learning to enhance instructional quality.
- Goal 2, Action 5: Specialized support for Foster Youth and Homeless students, including academic interventions and attendance support.
- Goal 3, Action 2: Social-Emotional Development programs tailored to FRMP students.

Staffing Impact:
Funds are used to increase and retain staff positions providing direct services to unduplicated students, including:

- EL Specialists, Tutors, and Paraprofessionals: Deliver individualized language and academic interventions.
- Post-Secondary Counselors and Teachers: Provide extended instructional support, after-school and night school services, and guidance for Foster Youth and Homeless students.
- All Staff: Engage in professional development to ensure consistent, evidence-based instruction and interventions for EL, LTEL, and FRMP students.

Staffing allocations are determined based on:

- Enrollment and concentration of unduplicated students at each school.
- Academic performance gaps identified in the CNA and Dashboard metrics.
- Existing staffing ratios relative to students need to maximize targeted support.

Retention and Recruitment:
Approximately 15% of the concentration grant is dedicated to recruiting and retaining highly qualified staff who work directly with unduplicated students. Retention strategies include mentorship programs, professional growth opportunities, competitive compensation, and recognition initiatives to ensure continuity of high-quality services.

Impact and Justification:
By strategically investing in staff expansion, retention, and targeted professional development, the LEA ensures that unduplicated students receive equitable access to high-quality instruction, individualized interventions, and social-emotional supports. These efforts directly support academic progression, language acquisition, and overall student well-being, helping close achievement gaps for EL, LTEL, FRMP, and Foster Youth students while sustaining consistent services across all high-need schools.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,910,647.00	$ 1,773,412.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	No	$ 300,000	$ 336,724
1	2	EL Individualized Support and Instruction	Yes	$ 67,000	$ 73,362
1	3	Implementation of Research Based Interventions	Yes	$ 180,000	$ 224,590
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	$ 15,000	$ 33,370
1	5	All Staff Professional Development	Yes	$ 70,000	$ 103,438
1	6	EL Professional Development	Yes	$ 40,000	$ 41,862
1	7	LTEL Professional Development	Yes	$ 25,000	$ 36,172
2	1	Postsecondary Advancement Programs	Yes	$ 165,000	$ 127,359
2	2	College credit course enrollment	Yes	$ 135,000	$ 72,673
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	$ 95,000	$ 104,923
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	$ 77,000	$ 84,882
2	5	Homeless & Foster Youth Services	Yes	$ 40,000	$ 32,273
3	1	Parent Involvement and Educational Partner Engagement	Yes	$ 130,000	$ 144,191
3	2	Social Emotional Development Opportunities	Yes	$ 446,647	$ 260,190
3	3	School Safety	Yes	$ 65,000	$ 72,763
3	4	Targeted Student Support and Learning Recovery (LREBG)	No	$ 60,000	$ 24,640

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,374,918	$ 1,550,647	$ 1,412,048	$ 138,599	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	EL Individualized Support and Instruction	Yes	$ 67,000	$ 73,362	0.000%	0.000%
1	3	Implementation of Research Based Interventions	Yes	$ 180,000	$ 224,590	0.000%	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	$ 15,000	$ 33,370	0.000%	0.000%
1	5	All Staff Professional Development	Yes	$ 70,000	$ 103,438	0.000%	0.000%
1	6	EL Professional Development	Yes	$ 40,000	$ 41,862	0.000%	0.000%
1	7	LTEL Professional Development	Yes	$ 25,000	$ 36,172	0.000%	0.000%
2	1	Postsecondary Advancement Programs	Yes	$ 165,000	$ 127,359	0.000%	0.000%
2	2	College credit course enrollment	Yes	$ 135,000	$ 72,673	0.000%	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	$ 95,000	$ 104,923	0.000%	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	$ 77,000	$ 84,882	0.000%	0.000%
2	5	Homeless & Foster Youth Services	Yes	$ 40,000	$ 32,273	0.000%	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	$ 130,000	$ 144,191	0.000%	0.000%
3	2	Social Emotional Development Opportunities	Yes	$ 446,647	$ 260,190	0.000%	0.000%
3	3	School Safety	Yes	$ 65,000	$ 72,763	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,098,803	$ 1,374,918	0.000%	26.966%	$ 1,412,048	0.000%	27.694%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 5,142,519	$ 1,373,232	26.703%	0.000%	26.703%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,673,232	$ 400,000	$ -	$ -	$ 2,073,232.00	$ 842,000	$ 1,231,232

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	SWD	No			All Schools	On-going	$ 210,000	$ 90,000	$ 300,000				$ 300,000	0.000%
1	2	EL Individualized Support and Instruction	EL	Yes	Limited	English Learners	All Schools	On-going	$ 50,000	$ 20,000	$ 70,000				$ 70,000	0.000%
1	3	Implementation of Research Based Interventions	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 150,000	$ 100,000	$ 250,000				$ 250,000	0.000%
1	4	All Staff Professional Development	EL, LTEL	Yes	Limited	English Learners	All Schools	On-going	$ 35,000	$ 35,000	$ 70,000				$ 70,000	0.000%
1	5	EL and LTEL Professional Development	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 30,000	$ 35,000	$ 65,000				$ 65,000	0.000%
1	6	Learning Gap Closure Acceleration (LREBG)	EL, LI, Foster	Yes	Limited	English Learners	All Schools	On-going		$ 400,000		$ 400,000			$ 400,000	0.000%
2	1	Postsecondary Advancement Programs	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 98,000	$ 42,000	$ 140,000				$ 140,000	0.000%
2	2	College credit course enrollment	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 36,000	$ 44,000	$ 80,000				$ 80,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 22,000	$ 63,000	$ 85,000				$ 85,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 8,000	$ 62,000	$ 70,000				$ 70,000	0.000%
2	5	Homeless & Foster Youth Services	FY, HL	Yes	Limited	Foster Youth	All Schools	On-going	$ 22,000	$ 8,000	$ 30,000				$ 30,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 50,000	$ 100,000	$ 150,000				$ 150,000	0.000%
3	2	Social Emotional Development Opportunities	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	$ 75,000	$ 225,000	$ 300,000				$ 300,000	0.000%
3	3	School Safety	All	Yes	LEA-wide	All	All Schools	On-going	$ 56,000	$ 7,232	$ 63,232				$ 63,232	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,142,519	$ 1,373,232	26.703%	0.000%	26.703%	$ 1,373,232	0.000%	26.703%	**Total:**	$ 1,373,232
								LEA-wide Total:	$ 1,203,232
								Limited Total:	$ 170,000
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	$ 70,000	0.000%
1	3	Implementation of Research Based Interventions	Yes	LEA-wide	All	All Schools	$ 250,000	0.000%
1	4	All Staff Professional Development	Yes	Limited	English Learners	All Schools	$ 70,000	0.000%
1	5	EL and LTEL Professional Development	Yes	LEA-wide	All	All Schools	$ 65,000	0.000%
1	6	Learning Gap Closure Acceleration (LREBG)	Yes	Limited	English Learners	All Schools	$ -	0.000%
2	1	Postsecondary Advancement Programs	Yes	LEA-wide	All	All Schools	$ 140,000	0.000%
2	2	College credit course enrollment	Yes	LEA-wide	All	All Schools	$ 80,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	LEA-wide	All	All Schools	$ 85,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	LEA-wide	All	All Schools	$ 70,000	0.000%
2	5	Homeless & Foster Youth Services	Yes	Limited	Foster Youth	All Schools	$ 30,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	$ 150,000	0.000%
3	2	Social Emotional Development Opportunities	Yes	LEA-wide	All	All Schools	$ 300,000	0.000%
3	3	School Safety	Yes	LEA-wide	All	All Schools	$ 63,232	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: Date Resource Inequity Review was conducted:

Guidance & Instructions
Schools must complete a Resource Inequities Review as an integral component of the CNA process. Responses to questions 1-3 *need* to be actionable. For purposes of resource inequity, "actionable" refers to items within your locus of control—those for which you can implement actions, services, or resources to address the issue. Remember, the identification of resource inequities is determined locally by the LEA and is a locally controlled decision.

How to Use This Template
Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	The Charter identified several actionable resource inequities impacting student achievement and student outcomes during the Resource Inequity Review process. Data analysis revealed that Students with Disabilities and English Learners continue to experience achievement gaps in both Math and ELA when compared to other student groups. The review also identified inequities in access to targeted academic interventions, differentiated instructional supports, and consistent progress monitoring for students with significant foundational skill gaps. In addition, chronic absenteeism rates remain disproportionately high for Students with Disabilities, limiting consistent engagement in instruction and intervention services. The Charter also identified inequities related to college and career readiness opportunities, including inconsistent student participation in a-g coursework, dual enrollment, and CTE pathways. Educational partners noted inconsistencies in staff awareness and use of cohort, attendance, and graduation data to proactively identify and support students who are credit deficient or at risk of not graduating within their 4th or 5th cohort year. These inequities contribute to lower graduation rates, reduced college and career preparedness, and inconsistent student outcomes among targeted student groups.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	The Charter identified several priority inequities to address through its School Improvement Plans. Priority areas include closing achievement gaps in Math and ELA for Students with Disabilities and English Learners, who continue to perform below standard despite overall schoolwide growth. The Charter also identified chronic absenteeism, particularly among Students with Disabilities, as a priority inequity due to its impact on student engagement, academic progress, and graduation outcomes. Additional priorities include improving equitable access to college and career readiness

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

	opportunities, including a-g completion, dual enrollment, and College & Career Indicator pathways. The Charter will also prioritize strengthening the use of cohort, attendance, and academic progress data to ensure students who are credit deficient or at risk of delayed graduation are identified early and provided with timely interventions, academic supports, and progress monitoring.
3. How does the Charter plan on addressing these inequities?	The Charter plans to address these inequities through targeted academic interventions, increased progress monitoring, and expanded student support systems. The Charter will provide additional differentiated instruction, scaffolded learning opportunities, and intervention supports for Students with Disabilities and English Learners in both Math and ELA. Staff will continue utilizing assessment data, attendance data, and cohort tracking tools to identify students in need of support earlier and implement timely academic and attendance interventions. The Charter also plans to strengthen student accountability and engagement through regular achievement chats, family communication, and ongoing progress monitoring meetings with students and families. To address inequities related to college and career readiness, the Charter will increase staff awareness and training related to a-g requirements, College & Career Indicator pathways, dual enrollment opportunities, and graduation cohort expectations. The Charter will continue promoting equitable access to college and career opportunities while supporting students who are credit deficient through individualized graduation plans, intervention courses, and targeted counseling support. In addition, the Charter will strengthen attendance intervention systems and expand social-emotional learning and student engagement opportunities to reduce chronic absenteeism and improve overall student outcomes.
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.	The Resource Inequity Review identified several factors impacting student achievement that are not fully actionable at the school site level. Many students enroll significantly credit deficient after experiencing prior academic disruptions, inconsistent attendance histories, or gaps in educational access before enrolling in the Charter program. In addition, some students and families experience external challenges including housing instability, transportation barriers, family responsibilities, employment obligations, and limited access to community mental health resources, all of which may negatively impact attendance, engagement, and academic progress. While the Charter can provide interventions, counseling, referrals, and support systems, these broader socioeconomic and community-based factors remain outside the direct control of the school site.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: Options For Youth San Gabriel School Year: **2025-2026**

How to Use This Template

Use this document to guide your school's Comprehensive Needs Assessment (CNA). Complete each section collaboratively with your leadership team, educational partners, and advisory committees.

Steps for Completion:

1. Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

💡 *Tip: Keep all data and notes from your analysis as evidence of stakeholder engagement and decision-making.*

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Note: *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. **Staff**- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. **Parents and Students**- our DELAC and PAC have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. **Leadership Team** (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

Note: *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- ➔ California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- ➔ California Dept. of Education College and Career Data

- ➔ CAASPP data (ELA CAST and Math)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop Out Rates)
- ➔ EL Reclassification Data
- ➔ a-g course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
- ➔ iLit Data
- ➔ Student and Family Participation Rates in Events Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

Comprehensive Needs Assessment Findings: The Educational Partner groups followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and UC/CSU Eligibility:

- 15.9% of students identified as prepared on the CCI (↑ 4.8%)
- 17% of students identified as approaching prepared on CCI (↑ 6.7)
- Hispanic: 11.5% prepared (↓ 0.3%)
- Students with Disabilities: 0.0% prepared (↓ 5.6%)
- Socioeconomically Disadvantaged Prepared: 14.9% (↑ 6.0%)
- English Language Learners: 10.0% (↑ 10.0%)
- 27.9% Met UC/CSU Eligibility (↑ 12.4%)
- 22.7% Hispanic Met UC/CSU Eligibility (↑ 9%)
- 27.8% Socioeconomically Disadvantaged Met UC/CSU Eligibility (↑ 13.1)
- 14.3% ELL Met UC/CSU Eligibility (↑ 4.3)
- 21.1% Students with Disabilities Met UC/CSU Eligibility (↑ 16.1)

While overall improvement is evident particularly for Hispanic and Socioeconomically Disadvantaged subgroups, disparities remain among key subgroups including Students with Disabilities and English Learners and overall CCI preparedness remains lower than target.

Math Achievement

- Dashboard Color: Yellow (increase from Orange in 2023 and 2024)
- ↑37.1 points between 2023 and 2025
- 69.4 points below the standard in 2025

- Socioeconomically Disadvantaged: *Increased Significantly* (↑36.6 points from 2024 to 2025)
- Hispanic: *Increased Significantly*(↑43.4 points from 2024 to 2025)
- Students with Disabilities: -104.1 below the standard
- English Learners: -49.6 below the standard

Data indicates moderate growth in mathematics achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.

ELA Achievement

- Dashboard color: Yellow (Increase from Orange in 2024)
- ↑10.3 points between 2023 and 2025
- 3.6 points below the standard in 2025
- Socioeconomically Disadvantaged: *Increased Significantly* (↑22.7 points from 2024 to 2025)
- Hispanic: +26 above the standard (↑49.2 points from 2024-2025)
    - *Increased Significantly*
    - *Status level: medium*
    - *Dashboard Color: Green*
- Students with Disabilities: -97.5 below the standards
- English Learners: -23.4 below the standard

Data indicates major growth in ELA achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.

Graduation Rates

- 53.8% graduated in 2025 (↑ 16.6% from 2024, ↑ 1.7% from 2023)
- Hispanic: 56.1% graduated in 2025 (↑ 25.9% from 2024)
- ELL: 33.3% graduated in 2025 (↑ 3.3% from 2024)
- Socioeconomically Disadvantaged: 56.7% graduated in 2025 (↑19.4% from 2024)
- Students with Disabilities: 52.6% graduated in 2025 (↑ 27.6 from 2024)
- DASS Grad Rates: 83.1% overall in 2025
- DASS Hispanic Grad Rate: 82.7% in 2025
- DASS Socioeconomically Disadvantaged Grad Rate: 84.2% in 2025

Data indicates major growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically English Language Learners.

Chronic Absenteeism

- 2025 Color: Orange (Down from Red in 2024)
- Overall Rate: 27.1% in 2025 (↓ 7.9 from 2024, ↓ 5.8% from 2023)

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

- Hispanic C.A: 19.1% in 2025 (↓19.5%)
- Socioeconomically Disadvantaged: 27.4% (↓10.9)
- English Learners: Not enough students for data
- Students with Disabilities: 38.9% (not enough data for change rate, but still significantly higher than all other subgroups)

Data indicates moderate growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities.

Drop Out Rates, Suspension Rates, and School Climate

- 0.0% Suspension and Expulsion rate over last three school years
- 2024-2025 dropout rate: .3% for high school, 0.0% for middle school
- 2026 School Climate Report indicates overall satisfaction with students, staff, and parents overall indicating strong levels of satisfaction

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: *A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.*

The following (# of areas) areas of focus will be the charters' priorities in the upcoming school year:

- **College and Career Preparedness:** Building College & Career Indicator teacher awareness (increasing focus on a-g, SSB, dual enrollment, CTE pathways
- **4th/5th year Grad Rate:** Increasing teacher understanding 4th/5th year cohorts to support graduation within state-required timeline
- **Chronic Absenteeism:** Reducing chronic absenteeism, particularly for Students with Disabilities, by strengthening student engagement, family communication, and early attendance intervention systems.
- **Math and ELA Achievement:** Increasing math and ELA achievement schoolwide, with targeted support for Students with Disabilities and English Learners, who continue to perform below standard despite overall growth.

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

Note: *A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

Area of Focus: College & Career Indicators and UC/CSU (a-g)

Root Causes:

- a-g participation decreases in higher grade levels because some students enroll needing to retake courses in which they previously earned a D, increasing their overall credit requirements. This additional workload may discourage students from committing to a-g completion.
- Increases in a-g participation percentages may be influenced by overall declines in student enrollment.
- a-g participation/completion vs % prepared on CCI: this could be because some students complete a-g coursework but do not complete an additional measure required to be considered "Prepared" under the College & Career Indicator (CCI).
- Lower a-g completion rates may reflect student interest in attending technical schools or community colleges rather than four-year universities, leading students to view a-g completion as unnecessary for their postsecondary goals.
    - Teachers may not encourage students to complete a-g pathway if students aren't four-year bound
- Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.
- Students and staff may prioritize accelerated credit completion over additional a-g requirements when students enroll significantly credit deficient.

Measurable Outcome: *The charter will continue tracking UC/CSU eligibility for grades 9-12, with a focus on increasing the number of 9th and 10th grade students who remain eligible to graduate UC/CSU eligible by repeating D's earned at previous schools.*

Area of Focus: Graduation Rates

Root Causes:

- Students enroll credit deficient (often in their 3rd or 4th cohort year) and may not be able to catch up and graduate by the end of their 5th cohort year.
- Teachers are focused on students graduating in their 5th or 6th cohort year instead of 4th/5th cohort year.
- Inconsistent use of data to proactively identify students by their cohort year results in delayed interventions and progress towards graduation.
- Limited student accountability contributed to gaps in student progress, which is addressed by conducting biannual Achievement Chats with students and families to develop action plans and monitor progress.

Measurable Outcome: *The charter will seek to maintain or increase the DASS graduation rate of 80% or higher. The charter will seek to increase its 4th/5th year graduation rate 3-5% in the 2026 November Dashboard release.*

Area of Focus: Chronic Absenteeism

Root Causes:

- Students enroll with prior histories of poor attendance and disengagement, making consistent attendance habits difficult to re-establish without early intervention and support.
- Some students experience external barriers such as transportation issues, family responsibilities, housing instability, or work obligations that negatively impact regular attendance.

- Students who are significantly credit deficient may become discouraged about their ability to graduate on time, resulting in decreased motivation to attend consistently.
- Students with Disabilities and students experiencing social-emotional or mental health challenges may require additional individualized supports and engagement strategies to maintain regular attendance.
- Inconsistent monitoring of attendance data and delayed intervention responses may prevent staff from identifying and addressing attendance concerns before students become chronically absent.

Measurable Outcome: The charter will seek to decrease chronic absenteeism by increasing social emotional learning opportunities for middle school students. The charter will seek to decrease the Chronic Absenteeism rate 5% on the November 2025 Dashboard release.

Area of Focus: Math Achievement
Root Causes:

- Students enter the program with significant skill gaps in foundational math concepts, which impacts their ability to access grade-level standards.
- Students with Disabilities and English Learners may need more targeted, scaffolded instruction and additional opportunities for guided math practice.
- Inconsistent completion of math interventions may limit student progress toward standards mastery.
- Students working independently may struggle to persist through multi-step math tasks without frequent teacher support and feedback.

Measurable Outcome: *The charter will seek to increase SBAC math scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.*

Area of Focus: ELA Achievement
Root Causes:

- Students enroll with significant gaps in foundational reading, writing, and comprehension skills, which impacts their ability to meet grade-level ELA standards.
- Students with limited engagement in reading outside of school may demonstrate slower progress in vocabulary development, fluency, and comprehension skills.
- Inconsistent completion of literacy intervention programs and independent practice activities may limit student growth in reading comprehension and academic vocabulary.
- Students with Disabilities and English Learners may require additional targeted literacy interventions, scaffolds, and differentiated instruction to access rigorous ELA content
- Independent study students may struggle with self-paced reading and writing assignments without consistent teacher feedback, accountability, and progress monitoring.

Measurable Outcome: *The charter will seek to increase SBAC ELA scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.*

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

During the course of the charter's Comprehensive Needs Assessment, several key trends emerged across schoolwide and subgroup data. Overall student outcomes demonstrated measurable growth in multiple priority areas, including graduation rates, ELA achievement, math achievement, and chronic absenteeism. Hispanic students and Socioeconomically Disadvantaged students showed particularly strong improvement across academic indicators, graduation rates, and college and career readiness measures. The charter also maintained strong school climate outcomes, including zero suspension and expulsion rates over the past three years, low dropout rates, and positive feedback from students, staff, and families regarding overall school satisfaction and support.

Despite these areas of growth, significant performance disparities continue to exist for Students with Disabilities and English Learners across multiple indicators, including math achievement, ELA achievement, graduation rates, and chronic absenteeism. Data trends indicate that many students enroll significantly credit deficient and with foundational academic skill gaps, which impacts their ability to graduate within the 4th or 5th cohort year and meet college and career readiness benchmarks. Educational partners identified the need for increased targeted interventions, consistent progress monitoring, stronger attendance systems, and differentiated instructional supports to improve outcomes for these student groups. As a result, the charter will prioritize college and career preparedness, graduation rates, chronic absenteeism, and academic achievement in math and ELA during the 2026–2027 school year.

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

C.5 OFY-SG Property Service Agreement Between Lupine Properties, LLC and Options For Youth-San Gabriel, Inc.

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

June 2026

Agenda Item: OFY-SG Property Service Agreement Between Lupine Properties, LLC and Options For Youth-San Gabriel, Inc.

Purpose: The Board will review and consider the approval of the OFY-SG Property Service Agreement Between Lupine Properties, LLC and Options For Youth-San Gabriel, Inc.

This contract includes both Corporate Real Estate services and Facilities Maintenance services. Corporate Real Estate services include lease management, site management, site acquisition, and record keeping. Facilities Maintenance services repairs, preventative maintenance, improvements, and third-party support.

Contract Terms:

- Contract term July 1, 2026 - June 30, 2028 with one 1year extension following the term

Fiscal Impact: No change in Corporate Real Estate service fee. All other fees for individual services are as listed in the agreement and are only invoiced as services are utilized.

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Property Service Agreement Between Lupine Properties, LLC and Options For Youth-San Gabriel, Inc.

PROPERTY SERVICE AGREEMENT

This Property Service Agreement ("Agreement") is effective July 1, 2026 and is entered into by and between **Lupine Properties, LLC**, a California limited liability company ("Lupine") and **Options For Youth – San Gabriel, Inc.,** a California nonprofit public benefit corporation ("Client"). Client and Lupine, in consideration of mutual covenants, considerations and agreements herein contained, agree as follows:

RECITALS

A. WHEREAS, Client is a charter school that provides a free public education to at-risk students using independent study instructional modalities in its charter school program;

B. WHEREAS, Client desires to contract for property management and leasing services, permitting services, site acquisition consulting services and facilities maintenance services to assist Client with its charter school operations; and,

C. WHEREAS, Lupine is engaged in the business of providing facilities and related services, including but not limited to corporate real estate support services, permitting services and facilities maintenance services.

NOW, THEREFORE, in consideration of the mutual promises and agreements set forth herein, the parties agree as follows:

1. Relationship of Parties.

A. Independent Contractor. Lupine enters into this Agreement, and will remain throughout the term of the Agreement, an independent contractor. Lupine is not subject to daily supervision by Client concerning how, when, and in what order Lupine's work is to be performed, and will not be required to utilize a particular manner or method of performance by Client. The parties agree that its employees are not and will not become employees of the other party while the Agreement is in effect. The parties agree that Lupine's employees are not entitled to the rights or benefits afforded to the employees of the other party, including disability or unemployment insurance, worker's compensation, medical insurance, sick leave, vacation time, or any other employment benefit. Each party understands it is responsible for providing, at its own expense, disability, unemployment, and other insurance, including comprehensive business liability and workers' compensation insurance applicable to its business, and shall provide training, permits and licenses for its employees or agents as required by law. The parties are prohibited from incurring liabilities or obligations or entering into contracts of any kind in the name, or on behalf of, or to bind, the other party, except as may be authorized in advance in writing by the other party.

B. Taxes. Lupine and its employees are not employees of Client, including for local, state, or federal tax purposes, therefore Lupine is responsible for paying all taxes, including but not limited to, income, FICA and estimated taxes, incurred as a result of compensation paid by Client to Lupine for services under the Agreement. Lupine agrees to indemnify and hold Client harmless for any claims, costs, losses, fees, penalties, interest, or damages suffered by Client resulting from Lupine's failure to comply with this provision.

2. Term and Termination.

A. Term. This Agreement is for a term of two (2) years commencing on July 1, 2026 and expiring on June 30, 2028 ("Expiration Date"), however, this Agreement will automatically renew for successive one (1) year terms. The initial term and any renewal thereof shall collectively be referred to herein as the "Term." Either party may terminate this Agreement at the end of the then-current Term by providing the other party with written notice of non-renewal at least sixty (60) days prior to the expiration of the then-current Term.

B. Client Termination for Cause. Client may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For purposes of this Section, "Cause" means:

i. Material breach of this Agreement, which may include, but is not limited to, failure of Lupine to provide services as required by this Agreement, or any other act or failure to act by Lupine. Client may terminate for cause only if Client has provided Lupine written notice of the material breach and has allowed Lupine a reasonable period in which to remedy such breach. A reasonable period for cure under this section shall not be less than thirty (30) days. If Client makes a good faith reasonable determination that Lupine's remedial action is unsatisfactory, Client may terminate the Agreement under this paragraph pursuant to the procedure set forth in Section 2(F).

C. Lupine Termination for Cause. Lupine may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For the purposes of this Section, "Cause" means:

i. Material breach of this Agreement, which may include, but is not limited to, Client's failure to make payments as required by this Agreement; or any other failure which undermines the joint purposes of this Agreement. Lupine may terminate for cause only if Lupine has provided written notice of the breach to Client and has allowed Client a reasonable period in which to remedy such breach. A reasonable period for cure under this section shall not be less than thirty (30) days. If Lupine makes a good faith reasonable determination that Client's remedial action is unsatisfactory, Lupine may terminate the Agreement under this paragraph pursuant to the procedure set forth in Section 2(F).

D. Termination Upon Written Mutual Agreement. The parties may terminate this agreement with or without cause upon their mutual written agreement. Notwithstanding any other provision in this agreement, each party shall use its good faith best efforts to avoid a termination of the Agreement which becomes effective during the middle of a school year because of the disruption to the educational program and the students. Therefore, in the event this agreement is terminated by either party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

E. Statute or Legislative Changes. In the event that any enactment, action, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative or government agency decision or order materially affects the operation of Client in conformity with this Agreement, or otherwise constitutes a violation of law, or otherwise has a material adverse effect on Lupine's ability to operate, Lupine 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, or termination of, the Agreement) to address the statutory and/or legislative changes. If despite such

good faith negotiations, the parties are unable to agree upon an acceptable approach to address the statutory and/or legislative changes, then either party may elect to terminate the Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least ninety (90) days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances. Among other events, the foregoing section applies to actions that may be made by the District, County Office of Education, State Board of Education, Department of Education and the Advisory Commission on Charter Schools.

F. Termination of this contract by either party shall not relieve the Client of obligations under this Agreement to pay for Services provided by Lupine.

3. **Scope of Services and Compensation**. Lupine will provide the following services (collectively the "Services") to Client:

A. **Corporate Real Estate Services ("CRE Services")**. Lupine will provide the CRE Services set forth in Exhibit A, attached hereto and incorporated herein by this reference, at the properties leased or owned by Client described in the addendum incorporated herein by this reference and attached hereto as Addendum #1 (individually a "Location" and collectively the "Locations"). Client may increase or decrease the number of Locations; provided, however, that Client will provide Lupine with sixty (60) days advance written notice of its intent to increase the number of Locations, and further provided that Client shall obtain Lupine's written consent to any increase in the number of Locations at which Services shall be provided in the event of the Client expanding beyond the locations listed.

Compensation for CRE Services: For each month this Agreement is in effect, Client agrees to pay Lupine an amount equal to ten percent (10%) of the monthly gross lease rent amounts during the lease term for each Location receiving CRE Services from Lupine.

B. **Facilities Maintenance Services ("FM Services")**: Upon request by Client and subject to availability, Lupine will provide FM Services set forth in Exhibit A at the Locations.

Compensation for FM Services: Client agrees to pay Lupine an hourly fee for FM Services as follows:

- General facilities labor: Ninety Five Dollars and Forty Eight Cents ($95.48) per hour, in addition to materials.

- Specialized tradesman (e.g. electrician, HVAC, framer, drywall, painter, etc.): One Hundred Forty Three Dollars and Twenty Two Cents ($143.22) per hour, in addition to materials.

- Project administration services (e.g. coordinating projects with client, moves, furniture management, signage needs, etc.), Vendor Management Services, and Vendor Administration Services: Eighty Four Dollars and Eighty Seven Cents ($84.87) per hour, in addition to materials. Upon Client's prior approval, Lupine shall be permitted to subcontract and/or secure necessary third party vendors to provide requested FM Services). In such event, in addition to the hourly fee, Client agrees to either pay such third-party vendor invoices directly or reimburse Lupine for any upfront vendor costs which are incurred by Lupine pursuant to Client's prior approval.

- Materials shall be charged at retail cost (as determined by Lupine in its sole reasonable discretion). Lupine may charge for up to thirty (30) minutes of travel time per service call at the applicable FM Services hourly rate (calculated from Lupine's office to the applicable Location and back to Lupine's office).

- Notwithstanding the foregoing, any FM Services request which (a) is communicated to Lupine as "urgent" and requiring attention within no less than twenty-four (24) hours or (b) must be performed outside of normal business hours (i.e., Monday-Friday, 5:00a-3:00p, excluding holidays) (whether due to Client's request or the nature of the FM Services performed) shall be paid as follows: (a) general facilities labor: One Hundred Fifty Nine Dollars and Fourteen Cents ($159.14) per hour; (b) specialized tradesman: Two Hundred Forty For Dollars and One Cent ($244.01) per hour; (c) project administration services: One Hundred Sixteen Dollars and Seventy Cents ($116.70) per hour.

- Lupine may, at its sole discretion, offer Client the option of procuring larger-scale FM Services (e.g., new door installation) in a bundled format for a flat fee (inclusive of all labor and materials). In such event, Lupine will provide Client with a written proposal setting forth the scope of work and total cost of such work, which Client may accept in writing.

C. **Permitting Services**. Upon written request by Client and subject to availability, Lupine will provide the permitting services ("Permitting Services") set forth in Exhibit A. Permitting Services shall include Lupine's diligent review of applicable permitting and submission requirements, review and consolidation of application materials provided by Client, preparation and submission of permit applications to the applicable governmental authorities, one (1) round of responses to agency comments and related revisions, and representation of Client throughout the permitting process, including reasonable travel time, telephone conferences, and meetings with applicable governmental departments (including, without limitation, Planning, Public works, Building and Safety) and coordination with Client's architect and engineer. Client shall be responsible for payment of all governmental filing, application, and permit fees, providing all documents, reports, plans, and materials required for submission, and ensuring the accuracy and completeness of materials supplied to Lupine. Client acknowledges and agrees that Lupine makes no representation, warranty, or guaranty regarding the approval of any permit by any governmental or regulatory authority, and Lupine shall not be liable for any damages, claims, losses, costs, or liabilities arising out of or relating to any delay, denial, condition, or failure to obtain such permits.

Compensation for Permitting Services: Client agrees to pay Lupine flat rate fees for Permitting Services as follows:

- Standard CUP facilitation of application and process: **Ten Thousand Dollars ($10,000)**.
- Standard occupancy change facilitation of application and process (including AUP and/or MUP required): **Six Thousand Dollars ($6,000)**.
- Standard building permit facilitation of application and process: **Three Thousand Five Hundred Dollars ($3,500)**.
- Parking variance facilitation of application and process or workaround: **Five Thousand Five Hundred Dollars ($5,000)**
- General permitting support services and consultation: **One Hundred Twenty Five Dollars ($125)**

The above fees shall only apply to the original permit application. Any supplemental, amended, or additional permits requested by Client or required by the applicable governmental authority shall constitute additional Permitting Services and will be subject to a separate fee to be determined based on the scope and time required. The above fees do not include any city- county-, state-, or association-required filing, processing, or permit fees, or the cost of any third-party consultants, special reports, or studies (including, without limitation, parking studies) that may be required based on the specific property, project, or permit type. All governmental fees required in connection with the Permitting Services shall be paid by Client and, if advances by Lupine, shall be reimbursed at cost upon invoicing. Any third-party consultant costs authorized and approved by Client shall be billed at cost plus fifteen percent (15%) to cover Lupine's oversight and administrative coordination.

D. **General Contracting Services Excluded**. For the sake of clarity, any separate large-scale construction requirements or project(s) which require general contracting services are expressly excluded from the scope of Services to be provided under this Agreement, and shall be bid upon and negotiated as separate standalone proposals.

E. **Invoices**. Lupine will submit monthly invoices to Client or their agent for the Services provided each month. Payments will be due within thirty (30) days from the date of each invoice. Invoices will include descriptions of the work performed, amount owed for materials (if any) and a breakdown based on type of Service provided.

F. **Standard of Care**. Lupine covenants with Client to use Lupine's best skill, care, and judgment in the rendition of all Services under this Agreement. Lupine covenants to use the same amount of care which would be exercised by a professional of similar reputation performing services similar in size, scope, and complexity to the Services being provided by Lupine.

G. **Hourly Rates**. Notwithstanding anything to the contrary herein, hourly rates for FM services, Permitting Services, and CRE Services may be increased by Lupine, at its discretion, by an amount not to exceed 3% annually, effective July 1 of each year during the Term.

4. **Indemnification**. The parties each agree to indemnify, defend, and hold the other party and its officers, agents, employees, contractors, affiliates and consultants free and harmless from and against any and all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees and costs that the other party incurs as a result of the indemnifying party's negligence, breach of this Agreement, or willful misconduct.

5. **Liability Insurance**. Throughout the term of this Agreement, the parties shall procure and maintain adequate insurance coverage, including but not limited to general liability insurance coverage, against claims for injuries to persons or damages to property which may arise from or in connection with this Agreement or caused by any party's agents, representatives, employees, agents, contractors or consultants. The parties each agree to furnish proof of liability insurance covering its activities prior to the commencement of any Services under this Agreement.

6. **Background Check**. Client has determined that due to the nature of the Services that may be provided to Client's that employees of Lupine are likely to be in substantial direct contact with students. As such, for the protection of Client's students and as may be required by law, Lupine certifies that any of its employees, agents, or representatives that will provide any services in any school center has submitted to a background check through fingerprinting submitted to the California Department of Justice and/or Federal Bureau of Investigation. Lupine will not allow any employee of Lupine prohibited by Education Code Section 45125.1 to be in direct contact with Client's students, including but not limited to any employee who has been convicted of a violent or serious felony, any sex offense, or controlled substance offense.

7. **COVID-19**. This provision addresses issues regarding the 2019 novel coronavirus ("COVID-19"). The parties acknowledge their respective understanding of the hazards of COVID-19, including but not limited to its highly contagious nature and the corresponding health risks associated with being exposed to or infected by COVID-19. Client agrees to waive, release, discharge, and covenants not to sue Lupine, its affiliates, officers, managers, partners, employees, owners, or agents for any and all claims, damages, expense, liability, illness, or loss that may occur from exposure to or infection by COVID-19 arising out of, related to or in any way connected with the Services provided by Lupine.

8. **Dispute Resolutions Procedure**

A. Mediation. 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 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 and shall take place within Los Angeles County.

i. The mediation shall commence within forty-five (45) calendar days from the date of the receipt of the Mediation Demand 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.
ii. The administrative costs of conducting the mediation shall be shared equally between the parties.

B. Binding Arbitration. In the event that the parties are unable to resolve any dispute regarding relating to the terms of this Agreement, or the breach thereof, through non-binding mediation pursuant to Section A: Mediation, 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.

9. **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, or to such address as such party may provide in writing from time to time:

If to Lupine:
Attn: John Kim, COO
Lupine Properties, LLC
320 N. Halstead Street, Suite 150
Pasadena, CA 91107

If to Client:
Attn: Ileana Kiriakos
Options For Youth – San Gabriel Inc.
215 S. Mission Dr.
San Gabriel, CA 91776

10. **Representations of Lupine**. Lupine represents that: (1) it is an organization formed, existing and operating under the laws of the State of California; (2) it has full lawful power and authority to execute, deliver and perform this Agreement, to incur the obligation provided for under this Agreement and to contract with Client to perform and provide the services set forth in this Agreement; (3) it is in compliance with all applicable equal employment opportunity requirements under law, if required by any applicable state or federal law; and (4) the execution, delivery and performance of this Agreement by Lupine is not a violation or breach of any other agreement between Lupine and any other person or entity.

11. **Representations of Client**. Client represents to Lupine that: (1) it is a California nonprofit public benefit corporation organized and existing under the laws of the State of California; (2) 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 Lupine to purchase the services set forth in this Agreement; (3) the information, if any, Client has furnished to Lupine concerning Client's finances and revenues is accurate and complete and the latest information

available at the time of the execution of this Agreement; (4) 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.

12. General Provisions.

A. Mutual Termination and Entire Agreement. As of the Effective Date of this Agreement, the parties hereby mutually agree that any prior property service agreements, whether written or oral, between the parties are hereby terminated and replaced. This Agreement shall supersede all such prior agreements and constitutes the entire agreement between the parties on the subject matter hereof. This Agreement will not be amended, altered or changed except by a further writing signed by the parties hereto and except as stated otherwise in the fully executed Agreement.

B. Headings. 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 paragraph numbers herein shall be deemed to refer to the numbers preceding each section.

C. Severability. The invalidity or unenforceability of any provisions of this License shall not affect the validity or enforceability of any other provision of this agreement, which shall remain in full force and effect.

D. Fair Meaning and All Participation. 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. All parties have participated in the preparation of this Agreement, and in the event any ambiguity exists, all parties have equally contributed to the creation of such ambiguity and there shall be no presumption against or in favor of any particular party.

E. 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.

F. 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 and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties hereto.

G. 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, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without unusual expense.

H. 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. Notwithstanding the foregoing, Lupine may assign this Agreement, without Client's consent, in connection with a purchase or transfer of all or substantially all of Lupine's assets, or to any successor by way of merger, consolidation, or similar transaction.

I. Placement Fee. During this Agreement and for a period of twelve (12) months after the termination of this Agreement, Client shall not retain any Lupine Personnel, as defined below, on a full-time, part-time, project-wise, or in any other capacity as independent contractor, employee, or consultant to perform services as set

forth in this Agreement or tasks that have been performed or will be performed by Lupine's employees, consultants, and/or contractors in relation to this Agreement. For purposes of this section, "Lupine Personnel" shall mean any Lupine employees or contractors working and/or communicating directly with Client to perform services as set forth within this Agreement. For any breach of this section, Client agrees to pay to Lupine twenty percent (20%) of the fee or starting annual base salary agreed to be paid by Client to the retained Lupine Personnel ("Placement Fee").

J. **Governing Law and Venue**. This Agreement shall be governed by, and construed in accordance with, the laws of the State of California. Jurisdiction and venue of any dispute arising from this Agreement, including but not limited to performance by either party or the interpretation of its terms, shall be in Los Angeles Superior Court. The parties each hereby waive any and all challenges to personal jurisdiction in said court.

K. **Attorneys' Fees**. If any legal action shall be necessary to enforce or interpret the provisions of this Agreement, the prevailing party in such action shall be entitled to reasonable outside attorneys' fees, costs and necessary disbursements, in addition to any other relief to which that party may be entitled.

L. **Cumulative Remedies**. No remedy conferred by any provisions of this Agreement is intended to be exclusive of any other remedy, and each and every 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 anyone or more remedies by any party, shall not constitute a waiver of the right to pursue other available remedies.

M. **Counterparts**. This Agreement may be signed in two or more counterparts, each of which shall be deemed an original, and all of which taken together shall constitute one and the same Agreement.

N. **Facsimile/E-Mail/Electronic Transfer**. In the event the parties utilize "facsimile" or "e-mail" or "electronic transfer" to transmit signed documents, the parties agree to accept such documents as if they bore the original signatures of the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the dates written below.

Options For Youth – San Gabriel, Inc. a California nonprofit public benefit corporation	**Lupine Properties, LLC**, a California Limited Liability Company
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Dated: _____	Dated: _____

ADDENDUM #1

This Addendum #1 ("Addendum") is attached to and made a part of the Agreement entered into between Lupine Properties, LLC and Options for Youth-San Gabriel Inc. ("Client"). The defined terms as set forth in this Addendum shall have the same meanings as the defined terms set forth in the Agreement. In the event of any conflict between the provisions of this Addendum and the Agreement, this Addendum shall control. This Addendum may be updated by subsequent addendums from time to time; provided, however, that the addition of any Locations below shall require the mutual written consent of both parties.

Lupine will provide the Services at the following Location(s):

215 S. Mission Dr., San Gabriel, CA 91776

EXHIBIT A

CORPORATE REAL ESTATE SERVICES ("CRE SERVICES")

1. Real Estate
    a. Post-Acquisition, Pre-Construction
        i. Prepare lease summary for Client's use in presenting to governing board.
        ii. Facilitation of lease-related communications between the Landlord of the property, Client.
        iii. Collaborate with relevant stakeholders on processes, procedures and developing standards. Evaluate and consult on budgetary estimates whenever possible, pending cost validations as applicable.
        iv. Use reasonable efforts to identify adherence to local, state and federal regulations, as applicable.
2. CREM Services
    a. Site Disposal/Termination
        i. Reference lease to obtain relevant information, i.e. expiration date, early termination clause
        ii. Create and send out official notice to Landlord/Landlord's property Manager ("PM") upon direction from Client per instructions as outlined in the lease.
        iii. Communicate and collaborate, with direction and consent of Client, with third party vendors to ensure space is ready to return to Landlord.
        iv. Conduct and document the final walkthrough with Landlord/PM.
        v. Use best efforts to ensure security deposit is returned to Client.
    b. Lease Management
        i. Inform Client of upcoming lease-related important dates (e.g., expiration, renewals, options).
        ii. Advise Client on what options are available under existing lease terms and consult based on Client's relayed needs.
        iii. Facilitation of lease-related communications between the Landlord/PM and Client.
        iv. Alert to Client's agent regarding lease-related payments, i.e. security deposits, increases in rent due to lease changes, and termination fees. Alert to Client's agent regarding annual common area maintenance ("CAM") reconciliations (as applicable).
        v. Review and facilitate processing of estoppel certificates and SNDAs when requested by Landlords/PMs.
    c. Site Management
        i. Respond to and communicate regarding standard (i.e., non-emergency) maintenance
        ii. brought up by the Landlord/PM and update Client as appropriate. Emergency maintenance
        iii. issues brought up by the landlord will be prioritized and addressed at the earliest possible time within normal operating hours of vendors and support teams.
        iv. Manage ongoing communication with Landlords/PMs and update Client as appropriate.
        v. Reference lease and negotiate accordingly when a facilities dispute arises, with consent of Client.
        vi. Support and provide oversight of various utilities/services which are included in the applicable lease as an obligation of the Landlord.
        vii. Draft and mail out any notices required per the lease, with consent of Client.
        viii. Support to address transient issues as needed
        ix. Attend insurance safety walkthroughs as requested
        x. Communicate and coordinate with third-party vendors for repairs being performed by the Landlord
        xi. Facilitate communications for repairs outlined in the lease as Lessor's responsibility.
        xii. Coordination of quarterly walk through and preventative maintenance inspections

xiii. Coordinate with Client to obtain necessary signatures on lease-related documents.

d. Record Keeping
    i. Maintain electronic copies of lease documents.
    ii. Maintain up-to-date database for upcoming expirations and rent increases.
    iii. Process and maintain record of business licenses.
    iv. Process and maintain any existing permits which have been secured by Lupine on Client's behalf or provided to Lupine by Client, and provide copies of same for Client to display, as applicable.
    v. Maintain historical data on recurring maintenance issues (provided that Client will provide data to Lupine on any recurring maintenance issues which are not addressed by Lupine as part of the FM Services).
    vi. Support client's accounting services with property tax exemption form requirements.
e. Site Acquisition Consulting Services ("SAC SERVICES")
    i. Feasibility analysis on prospective properties based on parameters provided by Client.
    ii. Coordinate site visits with Client personnel and agents.
    iii. Coordinate various systems inspections.
    iv. Pre-acquisition inspection.
    v. Facilitate communication of lease deal points with Client, in connection with preparation of lease Letter of Intent.

FACILITIES MAINTENANCE SERVICES ("FM SERVICES")

FM Services are subject to availability and provided upon Client's request. FM Services may include, but are not limited to:

1. Handyman/Repairs/Maintenance
    a. Provide general "handyman" services
    b. HVAC (may include but is not limited to: HVAC repairs, filters, preventative maintenance)
    c. Plumbing (may include but is not limited to: stoppage, clogs, preventative maintenance, coordination of large-scale plumbing projects)
    d. Locks/keys
    e. Mold remediation
    f. Pest control
2. Improvements
    a. Cleaning (may include but is not limited to: coordination of janitorial services)
    b. Signage (may include but is not limited to: signs, tints, decals, wraps)
    c. Flooring (may include but is not limited to: flooring installation, carpet cleaning)
    d. Furniture (may include but is not limited to: moving, layout, storage)
    e. Paint (may include but is not limited to: paint projects, paint touch ups)
3. Third-Party Support Services
    a. Facilitate standard (i.e., non-emergency) communications with Client's contracted vendor (if any)
    b. Support to address transient issues as needed
    c. Attend insurance safety walkthroughs as requested
    d. Communicate and coordinate with third-party vendors, as applicable
4. Miscellaneous
    a. Any other services as may be requested by Client

PERMITTING SERVICES

1. CUP
2. Building Permit
3. Standard Occupancy Change (including AUP/MUP)
4. Parking Variance

C.6 OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services Between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc.

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

June 2026

Agenda Item: OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services Between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc.

Purpose: The Board will review and consider approval of the OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services Between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc.

Partners in Special Education provides special education or related services to support our students with exceptional needs.

Contract Terms:

- This Agreement shall commence as of July 1, 2026 and expire on June 30, 2027.

Fiscal Impact: Fees are as outlined in the agreement. Service fees are only invoiced as utilized by the school and in alignment with students' needs and individual education programs.

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services Between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc.

MASTER CONTRACT FOR NONPUBLIC, NONSECTARIAN AGENCY SERVICES

This Master Contract for Nonpublic, Nonsectarian Agency Services ("Master Contract") is entered into by and between Partners in Special Education, Inc., a Nonpublic, Nonsectarian Agency (hereinafter referred to as "PSE") and Options For Youth – San Gabriel, Inc. (hereinafter referred to as "Client") for the purpose of providing special education and/or related services to students with exceptional needs under applicable state and federal law.

1. **NPA Certification**. PSE is certified by the California Department of Education ("CDE") as a nonpublic, nonsectarian agency ("NPA"). All services shall be provided consistent with the areas of certification specified by the Notice of Nonpublic, Nonsectarian Agency Certification ("NPA Certification") issued by the CDE. A current copy of PSE's NPA Certification is attached hereto as Exhibit A.

2. **Term of Master Contract**. The term ("Term") of this Master Contract shall be from July 1, 2026 to June 30th, 2027. Neither party is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30th, 2027. In the event the contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1st of the new fiscal year.

3. **Individual Services Agreement**. Client shall develop an Individual Services Agreement ("ISA") for each student to whom PSE is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of Client pursuant to Education Code section 56366(a)(2)(A).

4. **Services Provided Under this Master Contract**. For each student assigned to PSE by Client, PSE will provide special education and/or related services that PSE is authorized by the CDE to provide under its current NPA Certification ("Related Services") consistent with the student's Individualized Education Program ("IEP") and as specified in the ISA. The Related Services are described in more detail in Exhibit B. Changes in Related Services will only be made on the basis of revisions to a student's IEP. Nothing herein shall obligate PSE to provide any services unless PSE agrees in advance to do so and the provision of services are dependent upon PSE Personnel availability as determined by PSE in its sole discretion.

4.1 **Commencement of Services to Students**. To assign a student to PSE for Related Services under this Master Contract, Client will provide PSE with written notice of the assignment, which written notice will provide the student's name, IEP and other information needed for PSE to render the Related Services. Upon such assignment, PSE will contact parents, students and/or teachers, as appropriate in each case, for the purpose of commencing services. PSE will promptly notify Client in the event PSE is unable to provide the requested service. Client agrees to use any form PSE may provide to Client for the purpose of assigning students for provision of Related Services.

4.2 **Termination of Related Services to Students**. PSE will continue to provide Related Services to any student assigned to PSE unless (i) a student's IEP is amended to discontinue such services, or (ii) Client instructs PSE to withhold provision of such services to the student.

4.3 **Individualized Educational Plans**. Client will provide PSE with all records reasonably necessary for PSE's provision of the Related Services. Such records include but are not limited to, existing and prior IEPs, cumulative files, health records, and psychological and health reports. Client will provide PSE with fifteen (15) calendar days advance written notice of all IEP meetings concerning students for whom PSE renders any Related Service.

4.4 **Unexcused Absences**. PSE will notify Client if an assigned student to whom PSE is providing Related Services has two consecutive unexcused absences. Such notification may be provided to Client by email addressed to such person(s) as Client may direct. Upon such notice, Client will be responsible for further notice and communication with the student's parent or guardian and, if necessary, for convening an IEP team meeting to discuss the continuation of special education services.

4.5 **Location of Services**. PSE will provide the Related Services at Client's school sites and, if mutually agreed in writing, at other sites that are identified and provided by Client. Client is responsible, at no charge to PSE, for providing sites adequate for PSE to serve assigned students, which shall include the provision of space for PSE employees to work. If the students' IEP expressly requires Related Services at the student's residence or other location identified in the IEP, then PSE may provide service at the locations required by the IEP if PSE is authorized to do so by its NPA Certification.

4.6 **Long-Term Assignment of PSE Employees**. Client may request, and PSE may allow at its sole discretion, specific employees of PSE to be assigned to Client for the provision of requested and contracted services for semester length periods of time. If Client requests such assignment of employees, Client shall do so in writing to PSE and shall furnish the PSE employee with an adequate workspace (including desk, parking, and secure file location) for the period of assignment. In the instance of assignment, the PSE employee shall continue to bill on the basis of hourly work completed and shall not bill for time periods when he/she is not performing work on behalf of Client. The PSE employee shall be permitted to stay at the location of assignment in between working periods, but shall not bill for such time, unless performing work for the Client. The PSE employee assigned to a Client location may continue to perform services for other clients when on assignment, so long as the PSE employee is not "double-billing" time. The assignment of the PSE employee in no way creates an employer-employee relationship between the PSE employee and Client. At all times, PSE (and, therefore its employees) shall be independent contractors of Client.

4.7 **Subcontracting of Services**. PSE may subcontract for special education and/or related services to be provided under this Master Contract. Subcontractors shall be permitted provide services under this Master Contract only if they hold the proper licenses, certifications, and/or credentials to provide such services and if they have undergone and cleared criminal background checks through the Department of Justice Live Scan fingerprinting test.

5. **Payment for Services**. In consideration for the Related Services provided by PSE, Client will pay PSE pursuant to the rates outlined in Exhibit B. PSE shall charge for time incurred by PSE employees in providing the Related Services requested by Client in writing and will also charge for time incurred for activities undertaken by PSE employees to provide such services to Client including, but not limited to, time incurred in meetings, correspondence, preparation of reports, telephone conferences, IEP development, and research, and preparation.

5.1 PSE reserves the right to charge Client and Client agrees to pay for ordinary and reasonable expenses, including but not limited to travel and administrative expenses, that may be incurred by PSE in providing Services to Client, and which shall be charged at the hourly rate of the PSE employee providing the service. Any such charges will be pre-approved by the Client.

5.2 On a monthly basis, PSE will provide to Client a detailed invoice identifying the date and nature of each of the Related Services performed by PSE Personnel, the time incurred, rate charged and related costs, if any. The monthly invoice will also include the total charge for the month. Invoices will be due and payable on a timely basis, but no later than thirty (30) days after the date of the invoice. Interest at the annual rate of 10% will be assessed on all amounts due, but not received, within thirty (30) days of the invoice date. PSE reserves the right to withhold services if invoices are not paid in a timely manner.

5.3 All scheduled instruction and therapy appointments will be charged for unless PSE receives notice of cancellation at least twenty-four (24) hours in advance of the scheduled instruction or therapy appointment. Notice of cancellation cannot be communicated on weekends or holidays.

5.4 If Client disputes a charge on a PSE invoice then Client must notify PSE in writing of the charge disputed and the basis of the dispute and such written notice must be delivered to PSE within fifteen (15) days of Client's receipt of the disputed invoice. Both PSE and Client shall use reasonable good faith efforts to resolve the dispute. If the dispute is not resolved, then either party may terminate this Master Contract as provided for in Paragraph 9 and to seek damages or other legal remedy as authorized under this Master Contract. In the event that Client disputes only a portion of any invoice, Client shall make timely payment of the undisputed portion of said invoice, if any.

6. **Compliance with Laws, Statutes and Regulations**. Client and PSE will comply with all applicable state and federal laws concerning the provision of Related Services under this Master Contract.

7. **Maintenance of Records**. All records shall be maintained by PSE as required by state and federal laws and regulations. PSE shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. All cumulative files, IEP, and health records of Client's students shall be Client's property. Upon termination of this Master Contract, PSE will deliver such records to Client. PSE is entitled to inspect and copy any record or file in any way relating to the provision of Related Services to any of Client's students. Such inspection and copying is acknowledged herein to be reasonably necessary to PSE's provision of Related Services under this Master Contract or to PSE's evaluation or defense of any claim, actual or threatened, that relates to PSE's provision of Related Services. Any inspection or copying under this subsection will comply with applicable privacy laws including the Family Educational Rights and Privacy Act.

7.1 **Student Attendance Tracking**. PSE will record student attendance for Related Services performed by PSE under this Master Contract. PSE tracks student attendance to these appointments on a monthly basis and, upon request, can provide Client with reports within fifteen (15) business days after month's end. Except for PSE's obligation to record and, on request, report student under 3(a) above, Client will be responsible for maintaining all school attendance records for students who received Related Services from PSE. Nothing in this Master Contract obligates PSE to track or calculate the Client's general average daily attendance.

8. **Staff Qualifications**. All services will also be provided within the professional scope of practice of each PSE Personnel's (defined herein below) license, certification and/or credential. PSE will make available to Client a list of all employees and subcontractors providing Related Services under this Master Contract (all persons on such list are referred to as the "PSE Personnel"), which list will state each person's credentials, licenses, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services. PSE will notify Client in writing within forty-five (45) days of any credential or licensed personnel changes. PSE will provide copies of current valid state credentials and licenses for all PSE Personnel as necessary for providing Related Services. All PSE Personnel providing services to students under this Master Contract will have signed the mandated reporter statement under Penal Code section 11165.5 and copies of the statements will be provided to Client. All PSE Personnel providing services to students will undergo criminal background checks through the Department of Justice Live Scan fingerprinting test. PSE shall not unlawfully discriminate on the basis of gender, nationality, race or ethnicity, religion, age, sexual orientation, gender identity, gender expression, or disability or any other classification protected by federal or state law, in employment or operation of its programs.

9. **Termination**. Either party may terminate the Master Contract or ISA for cause by providing the other party with twenty (20) days' advance written notice, which notice shall specify the reason for the termination based

on cause. Cause sufficient to terminate this Master Contract shall include any material breach of the terms and conditions of this Master Contract, including Client's failure to timely pay PSE. Either party may terminate the Master Contract for any reason (without cause) by providing the other party with sixty (60) days advance written notice. Termination by either party shall not relieve the Client of obligations under this Master Contract to pay for services provided.

10. **Indemnification**. PSE shall defend, indemnify and hold Client, its directors, officers, employees and agents free and harmless from and against all claims, demands, suits, causes of action, losses, liabilities, costs and expenses (including, without limitation, attorneys' fees) incurred by Client as the result of any breach by PSE of its obligations under this Master Contract or the negligence of PSE. Client shall defend, indemnify and hold PSE, its directors, officers, employees and agents free and harmless from and against all claims, demands, suits, causes of action, losses, liabilities, costs and expenses (including, without limitation, attorneys' fees) incurred by PSE as the result of any breach by Client of its obligations under this Master Contract or the negligence of Client or its agents.

11. **Insurance**.

11.1 **PSE Insurance**. At all times during the term of this Master Contract and at its own expense, PSE shall maintain general liability insurance covering all activities of PSE Personnel in the performance of this Master Contract at Client's school site with coverage limits in the amount of at least One Million Dollars ($1,000,000.00) for any incident and Two Million Dollars ($2,000,000.00) aggregate. PSE will provide Client with a certificate of insurance naming Client as an additional insured under such policy.

11.2 **Client Insurance**. At all times during the term of this Master Contract and at its own expense, Client shall maintain general liability insurance covering all activities of Client's employees and agents in the performance of this Master Contract at Client's school site with coverage limits in the amount of at least One Million Dollars ($1,000,000.00) for any incident and Three Million Dollars ($3,000,000.00) aggregate. Client will provide PSE with a certificate of insurance naming PSE as an additional insured under such policy.

11.3 In accordance with legal requirements and at all times during the term of this Master Contract, Client and PSE will each maintain worker's compensation insurance covering all activities of their employees in the performance of this Master Contract.

12. **PSE Proprietary Information**. "PSE Proprietary Information" means materials, processes and practices used by PSE in the performance of the Master Contract including, but not limited to, PSE's printed materials, PSE's forms and manuals, PSE's procedures and policies, PSE's software and programs, PSE's educational materials, and the List of PSE Personnel. Client shall maintain the confidentiality of PSE's Proprietary Information and shall not use or disclose PSE Proprietary Information except as required by law, as required for the performance of this Master Contract or as otherwise authorized by PSE in writing. Client shall notify PSE immediately upon discovery of any unauthorized use or disclosure of PSE proprietary information and will cooperate with PSE in every reasonable way to help PSE regain possession of the PSE Proprietary Information and prevent its further unauthorized use. Upon termination of this Master Contract, Client shall return all originals, copies, reproductions and summaries of PSE Proprietary Information. Client acknowledges that monetary damages may not be sufficient remedy for unauthorized disclosure of PSE Proprietary Information, that such disclosure will result in immediate and irreparable harm and that PSE shall be entitled, without waiving any other rights or remedies, to injunctive or equitable relied upon unauthorized use or distribution of PSE Proprietary Information. All PSE Proprietary Information is and shall remain the sole property of PSE.

13. **Notices**. Any notice required or permitted to be given under this Master Contract shall be written communication by U.S. Mail by registered and postage prepaid, or by confirmed facsimile message, electronic mail, or personal delivery, and shall be directed by one party to the other at its respective address as follows:

Notice to Client	**Notice to PSE**
School Name: Options For Youth – San Gabriel	Partners in Special Education, Inc.
Attn. President and Principal	Attn: John Kim
Address: 215 S. Mission Dr.	320 N. Halstead Street, Suite 110
San Gabriel, CA 91776	Pasadena, CA 91107
	Phone: (626) 921-8283
	Email: johnkim@partnersped.com
Phone: 626 720 - 7165	
Email: mbetry@ofy.org	

13.1 Either party may change its address to which notices or requests shall be directed by written notice on the other party, but until such change of address has been received by the other party, any notice sent to the above addresses shall be effective upon mailing or confirmed transmission or delivery and shall be considered as having been received.

14. **Non-Solicitation**. Unless with the advance written authorization of PSE, which PSE may refuse for any reason, during the Term of this Master Contract and for a period of one (1) year following the termination of this Master Contract, Client will not solicit, hire or contract with any PSE Personnel. Client acknowledges that such solicitation, hiring or contracting will result in immediate and irreparable harm to PSE for which monetary damages will not be a sufficient remedy and that PSE shall be entitled, without waiving any other rights or remedies, to injunctive or equitable relief.

15. **Arbitration**. Any controversy or claim arising out of or relating to this Master Contract or the breach thereof shall be settled by arbitration administered by JAMS/Endispute in accordance with its Commercial Arbitration Rules and judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. All proceedings relating to the arbitration shall be conducted in Los Angeles, California.

16. **General Provisions**.

16.1 Successors in Interest. This Master Contract shall be binding upon and inure to the benefit of all the parties' successors and assigns.

16.2 Force Majeure. Certain acts of PSE and Client required by this Master Contract to be completed within a specified time shall be subject to excusable delays as defined herein. The term "excusable delays" shall be deemed to mean any delays caused by or due to fire, the elements of nature, casualties, strikes, lockouts or other labor troubles, governmental regulations, shortages of material, or supplies, or any cause, whether similar or dissimilar to the foregoing, beyond the control of the parties and which affects their respective abilities to perform the Master Contract.

16.3 Headings. The headings of the several sections are inserted for convenience of reference only and are not intended to affect the meaning or interpretation of this Master Contract.

16.4 Entire Agreement. The provisions of this Master Contract contain the entire agreement between the parties and supersede and cancel all prior provisions, negotiations, agreements and commitments (whether oral or in writing) with respect to the subject matter hereof.

16.5 Attorney's Fees. In any dispute arising hereunder, the party prevailing shall be entitled to recover from the other party all of its reasonable attorneys' fees and costs incurred in such proceeding, in addition to any affirmative or injunctive relief which it may receive.

16.6 Governing Law. The construction and performance of this Master Contract will be governed by the internal, substantive laws of the State of California.

16.7 Incorporation of Exhibits. All exhibits attached to this Master Contract and described within its text are hereby incorporated within this Master Contract as though set forth in full.

16.8 Severability. If any provision of this Master Contract is held by a court of competent jurisdiction to be invalid, or unenforceable, unless the invalidity or unenforceability would defeat an essential purpose of the Master Contract, the remaining provisions of the Master Contract shall nevertheless continue in full force without being impaired or invalidated in any way.

16.9 Counterparts. This Master Contract may be signed in counterparts, each of which shall constitute an original document, but together shall constitute one and the same instrument.

16.10 Amendments. No amendment, change or modification of this Master Contract shall be valid unless in writing and signed by the parties hereto.

16.11 Further Assurances. 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 and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties hereto.

16.12 Independent Counsel. The parties acknowledge that they have each been represented by their own counsel and that both parties have participated in the drafting of this Master Contract such that for the purposes of interpretation of contract there shall be no presumptions construing the Master Contract most strongly in favor of or against either party.

16.13 Independent Contractor Relationship. The relationship between the parties hereto is that of independent contractors and nothing herein shall create any partnership, agency or join venture between the parties.

16.14 The use herein of the singular form also denotes the plural form, and the use of the plural form herein also denotes the singular form, as in each case the context may require. The use herein of any gender word (such as "he" or "his") includes both the male and female genders.

16.15 This Master Contract is entered into solely for the benefit of the parties. It is not for the benefit of nor may it be enforced by any third party. Except as otherwise expressly stated herein, Client and PSE have no intention whatsoever of creating third party beneficiaries of this Master Contract including, without limitation, those students served by PSE pursuant to this Master Contract.

16.16 Upon request, the parties will provide each other with a list of officers and directors and such other information as each party may reasonably require for the purpose of assessing any conflict of interest.

IN WITNESS WHEREOF, each of the parties has caused this Master Contract to be executed in duplicate originals by

its duly authorized representatives on the respective dates entered below.

CLIENT:	**PSE:**
Options For Youth – San Gabriel, Inc.	Partners in Special Education, Inc.
By: _____	By: _____
Name: _____	Name: John Hall, Jr.
Title: _____	Title: President
Date: _____	Date: _____

EXHIBIT A
NONPUBLIC AGENCY CERTIFICATION

(enclosed)

EXHIBIT B
SPECIAL EDUCATION NPA RELATED SERVICES FEE SCHEDULE 26-27

Services to be billed in fifteen (15) minute increments after the initial hour.

No minimum student requirements.

- Absences or No-Shows with less than 24-hour notice will be billed for the length of scheduled service not to exceed 1 hour.
- The provision of Support Services by PSE providers is dependent upon availability as determined by PSE.
- Client approval of any time needed for initial review of records and initiation of services for complex cases, will be confirmed in advance.
- IEP meeting participation, evaluations, progress reports and report writing are billed at the provider's hourly rate.

PSE is authorized to provide the following related services under its NPA Certification from 1/1/2026 through 12/31/2026.

The list of Related Services that PSE is able to provide under this Master Contract shall automatically be expanded or limited to only those NPA services that PSE is authorized by the CDE to provide under its then current NPA Certification.

Services	Hourly Rate
Adapted Physical Education Services	$115.00 per hour
Adapted Physical Education Groups (2-3)	$160.00 per hour
Assistive Technology Services	$150.00 per hour
Audiological Services	$150.00 per hour (2 hour minimum per ISA)
Behavior Intervention Aide	$70.00 per hour
Deaf and Hard of Hearing Services	$150.00 per hour (2 hour minimum per ISA)
Mental Health Clinician Services	$135.00 per hour
Mental Health Clinician Group (2-3)	$180.00 per hour
Occupational Therapy Services	$135.00 per hour
Occupational Therapy Group (2-3)	$180.00 per hour
Physical Therapy Services	$135.00 per hour
School Nursing Services	$135.00 per hour
School Psychology Services	$135.00 per hour
Sign Language Interpreter (ASL)	$150.00 per hour
Speech and Language Services	$135.00 per hour
Speech and Language Group (2-3)	$180.00 per hour
Visual Impairment Specialist	$150.00 per hour
*Travel	*Hourly rate as described above

Any services performed in excess of eight (8) hours in a single day by the same PSE employee will be billed at 1.5 times the applicable hourly rate. To avoid additional charges, a meal break must be provided within the first five (5) hours of any scheduled shift.

C.7 OFY-SG Special Education Services Agreement Between Partners in Special Education, Inc., a Nonpublic, Nonsectarian Agency and Options For Youth-San Gabriel, Inc.

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

June 2026

Agenda Item: OFY-SG Special Education Services Agreement Between Partners in Special Education, Inc., a Nonpublic, Nonsectarian Agency and Options For Youth-San Gabriel, Inc.

Purpose: The Board will review and consider approval of the OFY-SG Special Education Services Agreement Between Partners in Special Education, Inc., a Nonpublic, Nonsectarian Agency and Options For Youth-San Gabriel, Inc.

Partners in Special Education provides support services and special programming to support the needs of our student population.

Contract Terms:

- This Agreement shall commence as of July 1, 2026 and expire on June 30, 2027.

Fiscal Impact: Fees are as outlined in the agreement. Service fees are only invoiced as utilized by the school and in alignment with students' needs.

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Special Education Services Agreement Between Partners in Special Education, Inc., a Nonpublic, Nonsectarian Agency and Options For Youth-San Gabriel, Inc.

Partners in Special Education
320 North Halstead Street, Suite 110
Pasadena, CA 91107

SPECIAL EDUCATION SUPPORT SERVICES AGREEMENT

This Special Education Support Services Agreement ("Agreement") is entered into and effective as of July 1, 2026 (the "Effective Date"), by and between Partners in Special Education, Inc., a Nonpublic, Nonsectarian Agency (hereinafter referred to as "PSE") and Options For Youth – San Gabriel, Inc. (hereinafter referred to as "Client") with respect to the following:

RECITALS

WHEREAS, the parties desire to enter into this Agreement for PSE's provision of such special education and related services to Client.

WHEREAS, PSE is certified by the California Department of Education ("CDE") as a nonpublic, nonsectarian agency ("NPA") and has been issued a Notice of Nonpublic, Nonsectarian Agency Certification ("NPA Certification") by the CDE to provide services as authorized by its NPA Certification ("NPA Related Services").

WHEREAS, this Agreement is for educational services outside of the scope of PSE's NPA Certification, for which NPA Certification is not required, in addition to support services in connection with any NPA Related Services being provided to Client under a separate Master Contract between the parties.

WHEREAS, Client desires to obtain additional services outside of and in addition to the NPA Related Services for its students, Client desires to engage PSE for the provision of such services, as further described herein, and PSE desires to provide such services to Client.

WHEREAS, the parties acknowledge and intend that the terms of this Agreement shall at all times be consistent with the terms of the charter petition approved by the District and any memoranda of understanding between Client and the District (collectively, the "Charter"), that this Agreement constitutes a public record of Client, and that this Agreement provides for PSE 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, in consideration of the mutual covenants and promises contained herein and for other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

1. Term. The term of this Agreement shall be one (1) year, commencing on July 1, 2026 and expiring on June 30, 2027. Upon expiration of the Term, this Master Contract shall automatically renew for one (1) additional year (July 1, 2027– June 30, 2028 ("Renewal Term")) on the same terms and conditions as set forth herein unless either party shall provide written notice of its intent not to renew the Master Contract for the Renewal Term not less than ninety (90) days prior expiration of the Term. The initial term and any renewal thereof shall collectively be referred to herein as the "Term."

2. Services Provided Under this Agreement. PSE will provide Client with the requested Support Services and Special Programming described herein (collectively, the "Services"), including the staff necessary to provide the Services.

2.1 Support Services. For each student assigned to PSE by Client, PSE will provide the

following Support Services in connection with any NPA Related Services that PSE provides to Client under a separate Master Contract: conduct student evaluations and reviews, assist in Client's development of individualized education programs ("IEP"), attend IEP meetings, review each IEP's compliance with state and federal laws and regulations and the Charter, and other support services, e.g. consulting, speakers, and workshops, as requested by Client.

2.2 Special Programming. PSE will provide tailored educational programming to increase inclusion for Client's students with IEPs to encourage special education students to receive their educational experience in the least restrictive environment. PSE's Special Programming offering currently consists of the student clubs, groups, activities, workshops, and teambuilding programs as described in **Exhibit B**. Client may request that its students be able to participate in Special Programming options not already listed in **Exhibit B**, should PSE make new program options available to Client in its service offering.

2.3 Client will provide PSE with all records reasonably necessary for PSE's provision of the Services. Such records include but are not limited to, existing and prior IEPs, cumulative files, health records, psychological and health reports. Client will provide PSE with fifteen (15) calendar days advance written notice of all IEP meetings concerning students for whom PSE renders any of the Services unless lesser time is reasonable under the circumstances.

2.4 Commencement of Services.

2.4.1 Support Services. To assign a student to PSE for Support Services under this Agreement, Client will provide PSE with written notice of the assignment, which written notice will provide the student's name, a copy of the student's IEP and other information needed for PSE to render the Services. Upon such assignment, PSE may contact parents, students and/or teachers, as appropriate in each case, for the purpose of commencing the Services. PSE will promptly notify Client in the event PSE is unable to provide the requested service. Client agrees to use any form PSE may provide to Client for the purpose of assigning students for provision of Services. For any student assigned to PSE for Support Services, PSE will continue to provide such Support Services to the student unless (i) the student's IEP is amended to discontinue such Support Services, or (ii) Client instructs PSE to withhold provision of such Support Services to the student.

2.4.2 Special Programming. To request Special Programming, Client will provide PSE with a written request for the particular student groups, activities, workshops and/or teambuilding programs that Client would like PSE to provide for Client's students. PSE will cooperate with Client to tailor the requested program to Client's needs including scheduling and to maximize inclusion of Client's special education students. All Special Programming are dependent on availability as determined by PSE. PSE will promptly notify Client in the event PSE is unable to provide the requested Special Programming.

2.5 Unexcused Absences. If a student to whom PSE is providing the Services has two (2) consecutive unexcused absences, then PSE will notify Client of such student's unexcused absences. Such notification may be provided to Client by email addressed to such person(s) as Client may direct. Upon such notice, Client will be responsible for further notice and communication with the student's parent or guardian and, if necessary, for convening an IEP team meeting to discuss the continuation of special education services.

2.6 Location of Services. PSE will provide Services at Client's school site and, if mutually agreed in writing, at other sites that are identified and provided by Client, which may include teleservices. Client is responsible, at no charge to PSE, for providing sites adequate for PSE to serve assigned students, which shall include the provision of space for PSE Personnel to perform the Services.

2.7 Long Term Assignment of PSE Employees. Client may request, and PSE may allow, specific employees of PSE to be assigned to Client's location for the provision of Services for semester length periods of time. If Client requests such assignment of employees, Client shall do so in writing to PSE and shall furnish the PSE employee with an adequate workspace (including secure file location) for the period of assignment. In the instance of assignment, the PSE employee shall continue to bill on the basis of hourly work completed and shall not bill for time periods when he/she is not providing Services to Client. The PSE employee shall be permitted to stay at the location of assignment in between working periods, but shall not bill for such time, unless providing Services to Client. The PSE employee assigned to a Client location may continue to perform services for other clients when on assignment, so long as the PSE employee is not "double-billing" time. The assignment of the PSE employee in no way creates an employer- employee relationship between the PSE employee and Client. At all times, PSE (and, therefore its employees) shall be independent contractors of Client.

2.8 Subcontracting of Services. Only upon prior written approval of Client, PSE may subcontract services to be provided under this Agreement. Subcontractors shall be permitted to provide services under this Agreement only if they hold the proper licenses, certifications, and/or credentials to provide such services, clear a criminal background check through LiveSCAN fingerprinting submitted to the California Department of Justice/ Federal Bureau of Investigation, and have undergone a recent tuberculosis risk assessment and, if necessary, a tuberculosis examination.

3. Payment for Services.

3.1 As compensation for the Services provided by PSE, Client will pay PSE pursuant to the rates outlined in **Exhibit A** and **Exhibit B**. Each time a request is made by Client in writing for Services charged at hourly rates, PSE shall charge for actual time incurred by PSE employees in providing the Services, e.g. time spent on site providing services to Client students, and will also charge for time incurred for activities undertaken by PSE employees and necessary to provide such requested services to Client including, but not limited to, time incurred related to a Client request for Services in any of the following: meetings, correspondence, preparation of reports, telephone conferences, IEP development, and research and preparation. PSE shall not charge Client for its own administrative time, such as time spent in internal meetings. Only upon prior written approval from the Principal of Client's charter school, PSE may charge for time spent traveling one way to a Client facility that is reasonable and necessary for the provision of the Services.

3.2. In addition to Client's payment of the rates for the Services, Client shall reimburse PSE for PSE's direct "pass-through" costs incurred in connection with PSE's provision of the Services. All reimbursable costs of PSE charged to Client require prior approval from Client, shall be consistent with Client's budget, and shall be itemized on Client' 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 Principal of Client's charter school is authorized to provide such prior approval.

3.3 On a monthly basis, PSE will provide to Client a detailed invoice identifying the date and nature of each of the Services performed by PSE, the time incurred, rate charged and related costs, if any. Any travel time charged to Client shall be separately identified. The monthly invoice will also include the total charge for the month. Invoices are due and payable no later than thirty (30) calendar days after the date of Client's receipt of undisputed and properly submitted invoices.

3.4. All scheduled instruction and therapy appointments will be charged for as provided herein unless PSE receives notice of cancellation at least twenty-four (24) hours in advance of the scheduled

instruction or therapy appointment. Absences, no-shows, or appointments cancelled with less than twenty- four (24) hours' notice will be billed for one (1) hour.

3.5. If Client disputes a charge on a PSE invoice then Client must notify PSE in writing of the charge disputed and the basis of the dispute. Both PSE and Client shall use reasonable good faith efforts to resolve the dispute. If the dispute is not resolved, then either party may terminate this Agreement as provided for in Paragraph 7 (Termination) and seek any legal remedy available to it. In the event that Client disputes only a portion of any invoice, Client shall make timely payment of the undisputed portion of said invoice, if any.

3.6 In the event this Agreement is renewed, the fees for the Services shall be reviewed and may be renegotiated in good faith by the parties. Any time during the Term, PSE and Client each reserve the right to propose adjustments to increase or decrease the fees for the Services. The parties shall negotiate any such adjustments in good faith, and any adjustment of the fees for the Services shall be documented in writing approved by both parties.

4. PSE Personnel Qualifications.

4.1 All Services will be provided within the professional scope of practice of each PSE Personnel's (defined herein below) license, certification and/or credential. PSE will provide to Client a list of all employees and subcontractors providing the Services under this Agreement (all persons on such list are referred to as the "PSE Personnel"), which list will state each person's credentials, licenses, certifications, permits and/or other documents which entitle the holder to provide the Services. PSE will notify Client in writing within forty-five (45) calendar days of any credential or licensed personnel changes. PSE will provide copies of current valid state credentials and licenses for all PSE Personnel providing the Services.

4.2 All PSE Personnel providing services to students under this Agreement will have signed the mandated reporter statement under Penal Code section 11166.5 and copies of the statements will be provided to Client.

4.3 PSE shall not unlawfully discriminate 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. Compliance With Laws, Statutes and Regulations. Client and PSE will comply with all applicable state and federal laws, as well as any requirements of the Charter, concerning the provision of the Services under this Agreement.

5.1 Background Checks. To the extent required by law and by Client school's charter, PSE shall require its employee(s) and/or subcontractors performing the Services to clear a criminal background check through LiveSCAN 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. PSE and/or PSE's employee(s) and/or subcontractors shall be solely responsible for any and all costs associated with such screenings.

5.2 Tuberculosis Screenings. To the extent required by law and by Client school's charter, PSE shall require its employee(s) and/or subcontractors performing the Services to submit to Client the results of a recent tuberculosis risk assessment and, if necessary, a tuberculosis examination. PSE and/or PSE's employee(s) and/or subcontractors shall be solely responsible for any and all costs associated with such risk assessments or examinations.

6. Student Information & Records.

6.1 All records shall be maintained by PSE as required by state and federal laws and regulations. PSE shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. All cumulative files, IEP, and health records of Client's students shall be Client's property. Upon termination of this Agreement, PSE will deliver such records to Client. PSE is entitled to inspect and copy any record or file in any way relating to the provision of the Services to any of Client's students. Such inspection and copying is acknowledged herein to be reasonably necessary to PSE's provision of the Services under this Agreement or to PSE's evaluation or defense of any claim, actual or threatened, that relates to PSE's provision of the Services. Any inspection or copying under this subsection will comply with applicable privacy laws including the Family Educational Rights and Privacy Act ("FERPA"). To the extent necessary to perform the Services, PSE 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 PSE to access personally identifiable information from student education records from Client in order to provide the Services. PSE 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. PSE shall protect the pupil records it receives from or on behalf of Client no less rigorously than it protects its own Confidential Information. PSE will designate and train responsible individuals to ensure the security and confidentiality of pupil records. PSE 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.

6.2 Audit Assistance. At Client's request, PSE will assist Client in complying with any state or federal government audit of special education services. In the event such assistance is requested, then PSE time incurred in providing such assistance shall be billed to Client as an administrative expense pursuant to the rate schedule in Attachment A.

7. Termination

7.1 Client Termination for Cause. Client may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For purposes of this Section, "Cause" means: material breach of this Agreement, which may include, but is not limited to, failure of PSE to provide services as required by this Agreement, or any other act or failure to act by PSE. Prior to a termination by Client for Cause, Client shall provide PSE written notice identifying the material breach and providing PSE a reasonable period to cure. A reasonable period for cure under this section shall not be less than thirty (30) calendar days. If PSE fails to cure such material breach within a reasonable period, Client may terminate for Cause upon thirty (30) calendar days' notice.

7.2 PSE Termination for Cause. PSE may terminate this Agreement for Cause prior to the end of the Term, in accordance with the procedures set forth herein. For the purposes of this Section, "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 PSE for Cause, PSE shall provide written notice to Client identifying the breach and providing a reasonable period to cure. A reasonable period for cure under this section shall not be less than thirty (30) calendar days. If Client fails to cure such material breach within a reasonable period, PSE may terminate for Cause upon thirty (30) calendar days' notice.

7.3 Termination Upon Mutual Written Agreement. The parties may terminate this Agreement with or without cause upon their mutual written agreement.

7.4 Changes in the Law. In the event that any enactment, repeal, promulgation, interpretation by regulator or authorizer, 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, or otherwise has a material adverse effect on PSE's ability to operate including, without limitation, revocation or expiration of Client's charter, PSE 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. If despite such good faith negotiations, the parties are unable to agree upon an acceptable approach to address the changes, then either party may elect to terminate the 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 taken by the District, County Office of Education, State Board of Education, Department of Education and/or the Advisory Commission on Charter Schools.

7.5 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. Indemnification. To the fullest extent allowed by applicable law and notwithstanding any other provisions of this Agreement, PSE agrees to defend, indemnify, and hold Client (including its officers, directors, members, agents, representatives, authorized volunteers, and employees) harmless from any and all claims, causes of action, charges, demands, costs, expenses, attorneys' fees, disputes, losses, penalties, liability, investigations, lawsuits, property damage, bodily injury, or proceedings of any kind, in law or equity, of every kind or nature whatsoever, arising out of or relating to PSE's performance of the Services or obligations pursuant to this Agreement (including any conduct or actions by any of PSE's agents) ("Claims"). PSE's duties to defend, indemnify, and hold Client harmless as set forth in this Section shall apply only to those Claims arising out of (a) PSE's provision of the Services contemplated hereunder, (b) PSE's use of agents of any kind (including any and all employment-related claims involving PSE's employees and/or with respect to compensation/benefits allegedly being due, such as torts, wage and hour, health/safety, paid sick leave, benefits, unemployment insurance benefits, state disability or paid family leave benefits, workers' compensation, and taxes among others), (c) PSE's breach of this Agreement, and
(d) PSE's violation of any applicable law and/or any other applicable laws for which Client may be liable. PSE's indemnification, hold harmless and defense obligation shall apply except to the extent such obligations are caused by the gross negligence or willful misconduct of Client. Upon timely written notice from Client, PSE shall defend Client (including its officers, directors, members, agents, representatives,

authorized volunteers, and employees) in any action or proceeding submitted or filed by legal counsel reasonably acceptable to Client.

To the extent allowed by applicable law, Client shall defend, indemnify and hold PSE harmless from any and all claims, causes of action, charges, demands, costs, expenses, attorneys' fees, disputes, losses, penalties, liability, investigations, lawsuits, property damage, bodily injury, or proceedings of any kind, in law or equity, of every kind or nature whatsoever, brought against PSE and/or PSE's agents for injury to property, or persons, to the extent arising from the illegal or unlawful activity, intentional misconduct, negligence, or material breach of this agreement by Client and/or Client's agents.

9. Insurance.

9.1 PSE Insurance. At all times during the term of this Agreement and at its own expense, PSE shall maintain general liability insurance covering all activities of PSE Personnel in the performance of this Agreement with coverage limits in the amount of at least One Million Dollars ($1,000,000.00) for any incident and Three Million Dollars ($3,000,000.00) aggregate. PSE will provide Client with a certificate of insurance naming Client as an additional insured under such policy.

9.2. Client Insurance. At all times during the term of this Agreement and at its own expense, Client shall maintain insurance as required by the Charter.

9.3 In accordance with legal requirements and at all times during the term of this Agreement, Client and PSE will each maintain worker's compensation insurance covering all activities of their employees in the performance of this Agreement.

10. PSE Proprietary Information. "PSE Proprietary Information" means materials, processes and practices used by PSE in the performance of the Agreement including, but not limited to, PSE's printed materials, PSE's forms and manuals, PSE's procedures and policies, PSE's software and programs, and PSE's educational materials. Client shall maintain the confidentiality of PSE's Proprietary Information and shall not use or disclose PSE Proprietary Information except as required by law or Charter, as required by its authorizer or a regulator, or to the extent necessary for the performance of this Agreement or as otherwise authorized by PSE in writing. Client shall notify PSE immediately upon discovery of any unauthorized use or disclosure of PSE proprietary information and will cooperate with PSE in every reasonable way to help PSE regain possession of the PSE Proprietary Information and prevent its further unauthorized use. Upon termination of this Agreement, Client shall return all originals, copies, reproductions and summaries of PSE Proprietary Information. All PSE Proprietary Information is and shall remain the sole property of PSE.

11. Independent Contractor.

11.1 The parties agree that the relationship between PSE 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.

11.2 All PSE employees providing services to Client shall be and remain employed by PSE and shall at all times be subject to the direction, supervision and control of PSE. All Client employees shall be and remain employed by Client and shall at all times 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. PSE 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 PSE employee providing services to the Client. PSE shall not have any right to employ, supervise, dismiss, or otherwise terminate the employment of any Client employee.

11.3 The parties understand and agree that PSE 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, PSE agrees not to represent any employees of PSE 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.

11.4 PSE warrants that PSE 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.

11.5 PSE 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. PSE 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.

11.6 PSE 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 ordinary prudent person in a like position would use under similar circumstances, and in exchange for reasonable compensation as set forth herein.

11.7 PSE is not obligated to devote all of its time or business efforts to the affairs of Client. PSE shall devote the time, effort, and skill reasonably necessary for the provision of the Services required under this Agreement.

11.8 To the maximum extent allowable by law, PSE agrees to hold harmless, indemnify, and defend Client from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) Client suffers as a result of (a) PSE's failure to meet its obligations under this Section 11, or (b) a third party's designation of PSE employees as an employee of Client (except to the extent such designation is caused by the gross negligence and/or willful misconduct of Client).

12. Notices. Any notice required or permitted to be given under this Agreement 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:

Notice to Client	**Notice to PSE**
SCHOOL: Options For Youth – San Gabriel, Inc.	Partners in Special Education, Inc.
Attn: President and Principal	Attn: John Kim
Address: 215 S. Mission Dr. San Gabriel, CA 91776	Address: 320 N. Halstead Street, Suite 110, Pasadena, CA 91107
Phone: 626 720 - 7165	Phone: (626) 921 - 8283
Email: mbetry@ofy.org	Email: johnkim@partnersped.com

Either party may change its address to which notices or requests shall be directed by written notice on the other party, but until such change of address has been received by the other party, any notice sent to the above addresses shall be effective upon mailing or confirmed transmission or delivery and shall be considered as having been received.

13. Arbitration. Any controversy or claim arising out of or relating to this Agreement or the breach thereof shall be settled by arbitration administered by JAMS/Endispute in accordance with its Commercial Arbitration Rules and judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. All proceedings relating to the arbitration shall be conducted in Los Angeles, California. The costs of the arbitrator shall be borne equally by the parties.

14. Relationship and Scope of Authority.

14.1 Under this Agreement, PSE 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 at all times retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing operation of the charter school. The governing board of Client, and not PSE, has fiduciary responsibility for the charter school.

14.2 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 by Client.

14.3 Client shall make available to PSE, in a timely manner, all data, files, documents, and other information and records necessary or appropriate for PSE to provide the Services under this Agreement. Client staff, and the governing board of Client as necessary, shall work closely and cooperatively with PSE to facilitate PSE's effective performance and delivery of the Services.

14.4 PSE 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. PSE agrees to assist Client in Client's compliance with these laws to the extent such laws intersect with the Services, and PSE shall make all Client records physically or electronically available to Client, upon Client's request, at Client's physical location or as otherwise requested by Client. Any records of Client maintained by PSE shall be made available the Client's independent auditor upon request.

15. Non-Solicitation. Client recognizes and acknowledges that PSE spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining qualified staff. PSE expends significant resources on each employee and must recuperate those costs if Client solicits and hires a PSE employee. As such, Client shall immediately pay to PSE a fee in the amount of Five Thousand Dollars ($5,000) for each PSE Personnel that Client causes, directly or indirectly, to leave the employment of PSE during the Term of this Agreement.

16. General Provisions.

16.1. Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (which consent shall not be unreasonably withheld). Any attempt by a party to assign its rights or obligations under this Agreement in breach of this section shall be void and of no effect. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the parties, their respective successors and permitted assigns.

16.2 This Agreement is entered into solely for the benefit of the parties. It is not for the benefit of nor may it be enforced by any third party. Except as otherwise expressly stated herein, Client and PSE have no intention whatsoever of creating third party beneficiaries of this Agreement including, without limitation, those students served by PSE pursuant to this Agreement.

16.3 Upon request, the parties will provide each other with a list of officers and directors and such other information as each party may reasonably require.

16.4 Certain acts of PSE and Client required by this Agreement to be completed within a specified time shall be subject to excusable delays as defined herein. The term “excusable delays” shall be deemed to mean any delays caused by or due to fire, the elements of nature, casualties, strikes, lockouts, governmental regulations, or commercially insurmountable shortages of material or supplies.

16.5 The headings of the several sections are inserted for convenience of reference only and are not intended to affect the meaning or interpretation of this Agreement.

16.6 The provisions of this Agreement contain the entire agreement between the parties and supersede and cancel all prior provisions, negotiations, agreements and commitments (whether oral or in writing) with respect to the subject matter hereof.

16.7 In any dispute arising hereunder, the party prevailing shall be entitled to recover from the other party all of its reasonable attorneys’ fees and costs incurred in such proceeding, in addition to any affirmative or injunctive relief which it may receive.

16.8 The construction and performance of this Agreement will be governed by the internal, substantive laws of the State of California.

16.9 All exhibits attached to this Agreement and described within its text are hereby incorporated within this Agreement as though set forth in full.

16.10 If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, or unenforceable, unless the invalidity or unenforceability would defeat an essential purpose of the Agreement, the remaining provisions of the Agreement shall nevertheless continue in full force without being impaired or invalidated in any way.

16.11 This Agreement may be signed in counterparts, each of which shall constitute an original document, but together shall constitute one and the same instrument.

16.12 No amendment, change or modification of this Agreement shall be valid unless in writing and signed by the parties hereto.

16.13 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 and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties hereto.

16.14 The parties acknowledge that they have each been represented by their own counsel and that both parties have participated in the drafting of this Agreement such that for the purposes of interpretation of contract there shall be no presumptions construing the Agreement most strongly in favor of or against either party.

16.15 The use herein of the singular form also denotes the plural form, and the use of the plural form herein also denotes the singular form, as in each case the context may require.

16.16 The use herein of any gender word (such as “he” or “his”) includes both the male and female genders.

IN WITNESS WHEREOF, each of the parties has caused this Agreement to be executed as of the Effective Date.

CLIENT:	**PSE:**
Options For Youth – San Gabriel, Inc.	Partners in Special Education, Inc.
By: _____	By: _____
Name: _____	Name: John Hall, Jr.
Title: _____	Title: President
Date: _____	Date: _____

Partners in Special Education
320 North Halstead Street, Suite 110
Pasadena, CA 91107

EXHIBIT A
SUPPORT SERVICES FEE SCHEDULE 26-27

Services to be billed in fifteen (15) minute increments after the initial hour. No minimum student or multiple hour requirements.

Absences or No-Shows with less than 24 hour notice will be billed for 1 hour.

The provision of Support Services by PSE providers is dependent upon availability as determined by PSE.

Services	Hourly Rate
Adapted Physical Education Services	$115.00 per hour
Adapted Physical Education Groups	$160.00 per hour
Assistive Technology Services	$150.00 per hour
Audiological Services	$150.00 per hour ($300.00 or 2 hour minimum per ISA)
Behavior Intervention Aide	$70.00 per hour
Compliance Coordinator	$85.00 per hour
Deaf and Hard of Hearing Services	$150.00 per hour ($300.00 or 2 hours minimum per ISA)
Language Translation	$90.00 per hour
Mental Health Clinician Services	$135.00 per hour
Mental Health Clinician Groups (2-3)	$180.00 per hour
Occupational Therapy Services	$135.00 per hour
Occupational Therapy Groups (2-3)	$180 per hour
Paraprofessionals (Para-Educator)	$65.00 per hour
Physical Therapy Services	$135.00 per hour
School Nursing Services	$135.00 per hour
School Psychology Services	$135.00 per hour
Sign Language Interpreter (ASL)	$150.00 per hour
Special Education Assistant	$55.00 per hour
Special Education Specialist (SAI)	$110.00 per hour
Special Education Specialist SAI Group (2-5 Students)	$140.00 per hour
Speech and Language Services	$135.00 per hour
Speech and Language Group (2-3)	$180.00 per hour
Visual Impairment Specialist	$150.00 per hour
*Special Programming as requested	*Custom Programs pricing TBD as negotiated. Please see pricing breakdown in Exhibit B for standard programs.
*Travel	*Hourly rate as described above

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Pasadena, CA 91107

EXHIBIT B
SPECIAL PROGRAMMING OFFERING AND RATES

Special Group Programs **(e.g. Mental Health, Wellness, further described in Exhibit B)** In order to provide counseling, crisis intervention and behavior management services, the Education Code requires that the person providing these services are credentialed in counseling and/or school psychology. PSE staff are uniquely qualified to address social anxiety, develop programs to address social-emotional needs listed either in a student's IEP or identify areas of need during the group activities. In addition, the school psychologists are trained to observe the students' behaviors and address signs of aggression, depression and other emotional needs while hosting the groups. These are programs that are designed to be administered and held on school sites and will range in duration from 1-8 sessions. Programs will be designed to provide students a group environment wherein they will be engaged in activities and discussions designed by PSE psychologists and staff, addressing core educational, developmental, social and/or emotional issues. PSE staff will work to engage students in a group dynamic and utilize developmental strategies that are not possible in 1:1 sessions. PSE will provide a minimum of 10:1 student to staff ratio to ensure the most effective implementation of the Program Goals.	Group Program Flat Rate: **(Minimum 10:1 Student to Staff Ratio)** 1 Hour Group Programs: $350 Each additional student over 10: $25 2 Hour Group Programs: $600 Each additional student over 10: $35 3 Hour Group Programs: $850 Each additional student over 10: $50 4-6 Hour Group Programs: $950 Each additional student over 10: $75 **Any custom Curriculum/Program Development will be billed based on the hourly rates set in Exhibit A. Please contact us for an estimate of the cost for your programming needs.** *Ancillary expenses such as, but not limited to, student travel, supplies, food, event expenses, etc. will be billed separately at cost.*
Professional Development, Staff/Parent Training PSE can provide customized staff training or professional development programming as well as coordinated parent training sessions as needed or requested.	$350 per hour, plus any additional material costs and planning as may be discussed and approved prior to inclusion.
Overnight and Day Trip **(e.g. Museum of Tolerance, Experiential Learning Trips, College Tours, etc.)** PSE will plan, build and implement targeted programs designed to address critical goals as outlined in students' IEPs. In addition, PSE will design programs focusing on specific developmental/educational strategies for General Education students built around the trip destination and engage with them within the dynamic afforded by the group environments. PSE will maintain a minimum student	Overnight and Day Trip Flat Rate: $250/student per day **(Minimum 10:1 Student to Staff Ratio)** Cost per student is inclusive of staffing for the event, event planning/implementation and administrative support. Requires a minimum of 10 students. *Ancillary expenses such as, but not limited to, student travel, lodging, food, external*

Partners in Special Education
320 North Halstead Street, Suite 110
Pasadena, CA 91107

to adult ratio of 10:1.	*program expenses, etc. will be billed separately at cost.*

The provision of Special Programming by PSE providers is dependent upon availability as determined by PSE.

C.8 OFY-SG Program Services Agreement between Blackbird Farm, LLC (“BBF”) and Options For Youth-San Gabriel, Inc.

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

June 2026

Agenda Item: OFY-SG Program Services Agreement between Blackbird Farm, LLC ("BBF") and Options For Youth-San Gabriel, Inc.

Purpose: The Board will review and consider the approval of the OFY-SG Program Services Agreement between Blackbird Farm, LLC ("BBF") and Options For Youth-San Gabriel, Inc.

This is a service agreement between the Charter and Blackbird Farm, LLC ("Camp Blackbird"). Camp Blackbird is an experiential learning service provider with whom the Charter has partnered previously to deliver educational camp opportunities for students. Past programs have included Camp Blackbird Leadership, Farm Forensics (CSI) and Camp Cookout.

The agreement establishes the general terms and conditions governing the experiential learning programs that the Charter may elect to utilize during the term of the contract. This is an overarching service agreement and does not obligate the Charter to participate in or purchase a specific number of trips or programs. Participation/Booking of program offerings will remain solely at the discretion of the Charter's leadership team.

Contract Terms:

- Term: July 1, 2026 – June 30, 2031 (5 year)
- Can be for whole charter or site specific based on how school leadership books the programs.
- Programs are booked on a yearly basis by school leadership.

Fiscal Impact: Fiscal Impact will vary from year to year depending on what programs are booked by school leadership. Programs that are approved and booked by school leadership are already accounted for in the budget.

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Program Services Agreement between Blackbird Farm, LLC ("BBF") and Options For Youth-San Gabriel, Inc.

BLACKBIRD FARM
PROGRAM SERVICES AGREEMENT

This Program Services Agreement ("Agreement") is entered into as of 7/1/2026 (the "Effective Date") between Blackbird Farm, LLC, a California limited liability company ("BBF"), and Options for Youth – San Gabriel, Inc., a California nonprofit public benefit corporation, ("Client").

1. **Term**. The Term of this Agreement shall commence on the Effective Date and expire on 7/1/2031 ("Term").

2. **Services**. BBF shall provide the following services (the "Services") to Client and Client's participants (i.e., students and chaperones) during the Term of this Agreement.

    a. Farm Program: BBF shall provide experiential learning team-building experiences to Client's participants through hands-on organic farming and sustainable living programming (including, but not limited to, learning how to seed, plant, water and harvest the garden; using farm crops in farm to table instruction; cheese marking classes; jam-making classes; and caring for farm animals), and as more particularly described in *Attachment A*, which is attached hereto and incorporated herein ("Farm Program"). The Farm Program may also include seminars, scholastic curriculum, workshops, group discussions, interviews, outdoor activities (both at a designated camp and in National or State Parklands), night hikes, group and individual team-building activities, leadership development activities, picnics and cookouts, campfires, high and low ropes courses, supervised student programs, evening entertainment (such as sing-alongs, storytelling, group skits), nature studies, food for all meals prepared and served, and lodging or camping. The Farm Program is subject to availability. BBF will inform Client of available Farm Program opportunities prior to July 1st of each year throughout the Term.

    b. Program Order Form: Client may request a Farm Program trip, and subject to availability, BBF will provide a Program Order Form, a sample of which is attached hereto as *Attachment B*. The Program Order Form includes important information about the Farm Program including: the dates of the program, program location, program cost per student, program cost per chaperone, number of Client chaperones required, and estimated transportation costs. To reserve a Farm Program trip, Client must submit a completed Program Order Form signed by Client to BBF and a nonrefundable deposit of fifty percent (50%) of the anticipated program cost within thirty (30) days of Client's receipt of the Program Order Form. BBF shall not provide the Services and Client shall not be responsible for any costs of a Farm Program trip unless a completed Program Order Form and deposit have been submitted by Client to BBF in advance of the Farm Program trip.

    c. BBF Staffing: In addition to Client chaperones, for each Farm Program trip, students will be supervised by experienced BBF staff. BBF shall ensure its staff members have access to functioning telephones (e.g., cell phone) for all Farm Program trips.

    d. Meals and Lodging: During each Farm Program trip, Client's students and chaperones will stay in lodging of at least hotel or dormitory quality equipped with a sufficient number of beds (1:1), bathrooms, and shower facilities. BBF shall ensure the lodgings are safe, secure, and suitable for Client's participants. BBF shall ensure male and female rooms are separated. During each Farm Program trip, BBF shall be responsible for providing all meals to Client's participants, which shall include at least three meals per day. BBF shall ensure it obtains information necessary to meet the dietary needs of Client's participants.

e. Transportation Arrangements: Upon Client's written request on a Program Order Form, BBF will make transportation arrangements for Client's participants for any Farm Program trip at an additional cost to Client as set forth in Paragraph 3(d) below and the Program Order Form.

i. Supervision During Travel: Client's chaperones must accompany and supervise minor students during travel and ensure students comply with Client's policies concerning behavior.

ii. Documentation: BBF shall coordinate, assist, and work with Client ahead of a Farm Program trip to ensure all of Client's participants have the necessary documentation, e.g, passports, as necessary for participation in the Farm Program trip.

iii. Client is responsible for ensuring that all of Client's participants follow the transportation policies of the applicable carrier at all times. BBF does not operate the applicable flights or shuttles, nor does it provide transportation to or from the airport of origin or local airport, unless arranged for otherwise pursuant to Section 3(d)(ii). The applicable flight is operated by a third party, and BBF maintains no responsibility for the flight itself, any liability in connection therewith or for the conduct of Client's participants and/or chaperones while on the flight and/or shuttle.

f. Unforeseen Circumstances: Client acknowledges and agrees that inclement weather, natural disasters, travel regulations, changes in legislation and/or events that, in BBF's reasonable discretion, may jeopardize the health and safety of participants (collectively, "Unforeseen Circumstances") may disrupt the Farm Program trip and/or BBF's ability to offer the Farm Program trip to Client. In the event of an Unforeseen Circumstance which causes such a disruption, BBF reserves the right to, in BBF's reasonable discretion, either (a) work with Client in good faith to make any necessary changes in the program schedule; (b) work with Client in good faith to reschedule the Farm Program trip; or (c) work with Client in good faith to cancel the Farm Program trip. BBF shall immediately communicate such changes to Client. Notwithstanding any other provision herein, in the event BBF cancels a Farm Program trip or changes the schedule to materially reduce the number of days of the program, BBF will return the deposit (which shall be pro-rated in the event BBF changes the schedule to materially reduce the number of days of the program) defined in Section 3(e). The parties shall work together to obtain refunds, if possible, of Transportation Costs and other costs incurred.

g. Credits: Students participating in any Farm Program trip will have the opportunity to earn up to 5 high school elective credits, subject to Client's sole discretion.

3. **Compensation.** For each Farm Program trip in which Client elects to participate, Client shall pay BBF as follows:

a. Per-Student Rate: Client will pay a per-student rate ("Per-Student Rate") for each of Client's students participating in the Farm Program trip, as reflected on Client's completed Program Order Form. Except as otherwise set forth in this Agreement, the Per-Student Rate includes all content and activities of the trip for students, BBF staffing, meals and lodging for students, and assistance coordinating student documentation, as described in Section 2, herein. The Per-Student Rates for BBF's current offerings are set forth in *Attachment A*. Throughout the Term, BBF reserves the right to make reasonable market rate adjustments to the per student rates for the Farm Program annually on July 1st and will notify Client of any adjustments by providing Client with an updated program offering list. Client's school Principal or designee must approve student participants in writing in advance of each Farm Program trip.

b. Per-Chaperone Rate: Client will pay a per-chaperone rate ("Per-Chaperone Rate") for each of Client's chaperones for the Farm Program trip, as reflected on Client's completed Program Order Form. Except as otherwise set forth in this Agreement, the Per-Chaperone Rate includes all activities of the trip for chaperones, meals and lodging for chaperones, and assistance coordinating chaperone documentation, as described in Section 2, herein. The Per-Chaperone Rates for BBF's current offerings are also described in *Attachment A*. Throughout the Term, BBF reserves the right to make reasonable market rate adjustments to the per chaperone rates for the Farm Program annually on July 1st and will notify Client of any adjustments by providing Client with an updated program offering list. Client's school Principal or designee must approve chaperones in writing in advance of each Farm Program trip.

c. Additional Chaperone Costs: Client will pay additional chaperone costs ("Additional Chaperone Costs") in the event Client fails to provide the required number of chaperones or makes special chaperone requests as follows:

    i. Client Fails to Provide Chaperone: Subject to availability, if Client fails to provide the required number of chaperones described in Section 4 of this Agreement and the relevant Program Order Form, BBF shall provide additional staffing necessary for the Farm Program trip to go forward ("Substitute Chaperones"), and Client shall be responsible for BBF's actual, reasonable and necessary costs to do so (which shall include but is not limited to the program cost, chaperone salary, and chaperone travel and procurement costs). Substitute Chaperones may consist of BBF employees or employees of an affiliated vendor; provided, however, that any such Substitute Chaperones shall be subject to the background check and tuberculosis screening as set forth in Paragraph 6 below.

    ii. Other Chaperone Costs: The parties understand Client may make chaperone requests that cause BBF to incur additional trip costs, such as having two chaperones split responsibilities. In such circumstances, Client shall be responsible for any additional BBF costs to accommodate Client's request.

d. Transportation Costs: As set forth in Section 2(e), Client may request on a Program Order Form for BBF to make transportation arrangements for Client's students and chaperones for any Farm Program trip. Transportation costs shall be described in the Program Order Form and its attachments for each Farm Program trip, including estimated costs for airfare (if applicable), Shuttle Service fee amounts (if applicable), and Meals during Transit costs (if applicable) (collectively, "Transportation Costs"). If Client requests BBF to make transportation arrangements, Client will pay BBF for the actual, reasonable, and necessary Transportation Costs of Client's students and chaperones as set forth below:

    i. Airfare: For trips requiring air travel, BBF may purchase flight tickets in bulk for Client and any other participating schools to leverage cost-saving opportunities. Client is responsible for the pass-through cost of airfare for Client's students and chaperones, including any ticket servicing fee and baggage fees. BBF shall additionally charge Client a servicing fee of Fifty-Five Dollars ($55) per roundtrip ticket to account for BBF's time spent in processing, handling and coordinating airfare. BBF only purchases the tickets and will provide flight information and the tickets to the Client. BBF does not provide transportation to or from the airport, unless Client requests Shuttle Service on the Program Order Form.

ii. Shuttle Service: For trips requiring ground transportation, BBF may contract for shuttle and/or bus service ("Shuttle Service") for transportation to/from/during the Farm Program trip. For each trip, Client is responsible for the Shuttle Service fee amounts described in the Program Order Form or any Supplemental Order Form and its attachments and requested by Client. Client acknowledges that the Shuttle Service may be shared with attendees of the Farm Program trip from other schools.

iii. Meals During Transit: Upon Client's request, in addition to meals provided during the Farm Program trip detailed in Section 2(d), BBF may provide meals during transit to and from the Farm Program trip destination for an additional cost per student or chaperone per roundtrip that shall be described in the Program Order Form. Each student or chaperone will receive two meals total, one for each one-way trip.

e. Deposit and Invoices: Concurrent with Client's submitting a signed Program Order Form to BBF, Client shall pay BBF a nonrefundable deposit in the amount of fifty percent (50%) of the total amount owed for applicable Per-Student Rates, and Per-Chaperone Rates detailed in the Program Order Form. The remaining fifty percent (50%) of the total amount owed for applicable Per-Student Rates and Per-Chaperone Rates is due no later than fourteen (14) days after the Farm Program trip begins. Additional Chaperone Costs, Transportation Costs and any other costs incurred by Client in connection with the Farm Program trip, if applicable, shall be detailed on an invoice or Supplemental Order Form provided to Client within thirty (30) days after the program ends. Invoices and Supplemental Order Forms shall include a breakdown of any Chaperone Costs, Transportation Costs, any other costs incurred by Client in connection with the Farm Program trip, reference to specific dollar amounts, and backup documentation for costs where applicable (e.g. copies of receipts, airfare). Payment will be due within ten (10) days from Client's receipt of undisputed and properly submitted invoices.

f. Client Changes to Participating Students: Subject to the discretion of BBF and based on whether appropriate arrangements can be made, Client may make changes to the roster of participating students up to seven (7) business days prior to the relevant program start date. Subject to availability, Client may add additional students up to one (1) day before the relevant program start date. Prices for additional attendees may be at a different rate than stated in *Attachment A* and the relevant Program Order Form, as agreed-upon by BBF and Client. Additional costs incurred by adding students will be memorialized by the parties (e.g., through the Supplemental Order Form). BBF reserves the right to limit the maximum number of students participating in a particular Farm Program trip cohort at its sole discretion.

g. No-Shows: If the actual number of students who participate in a Farm Program trip is less than the number reflected in Client's Program Order Form, Client will nonetheless be obligated to pay the Per-Student Rate for the full number of student participants indicated in the Program Order Form, including any Transportation Costs (which shall include meals during transit, if any) for transportation requested by Client and arranged by BBF, as applicable.

h. Cancellation by Client: In the event Client cancels the entire Farm Program trip after providing the deposit, BBF will return any payments made other than the fifty percent (50%) nonrefundable deposit and Transportation Costs incurred by BBF, if any. If Client requests to reschedule the trip so that it will occur within one year of the cancelled Farm Program trip, BBF will collaborate with Client, subject to availability, to confirm the new trip dates and apply the deposit toward the rescheduled trip. Client shall execute a new Program Order Form for the rescheduled trip.

4. **Client Responsibilities.**

a. Client Chaperone: Client must provide at least one (1) credentialed adult chaperone for every ten (10) students that participate in a Farm Program trip (1:10 ratio). BBF will work with Client and other schools participating in the trip to ensure that there is at least one male and one female chaperone provided during each trip.

b. Student and Chaperone Waiver Forms: Client will provide BBF with a signed Assumption of Risk and Release of Liability form and Medical History and Information form for each student and chaperone before a Farm Program trip. BBF reserves the right to refuse participation in a Farm Program trip, including transportation, for any individuals for whom it has not received the signed forms.

c. Other Participating Schools: Client acknowledges and understands other schools may also have their students participate in the same Farm Program trip selected by Client.

5. **Student Privacy and Confidential Information.** BBF will obtain confidential student and chaperone information in the performing of its obligations under this Agreement. BBF shall protect and maintain confidential information, including confidentiality of all students as specified in the provisions the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and other applicable law. BBF shall not use or disclose confidential student and chaperone information except as required by law, as required for the performance of this Agreement or as otherwise authorized by Client or the student's parent/guardian in writing. BBF shall notify Client immediately upon discovery of any unauthorized use or disclosure of student information and will reasonably cooperate with Client to help Client regain possession of the confidential information and prevent its further unauthorized use.

6. **Background Checks and Tuberculosis Screening.**

a. Due to the nature of the services provided by BBF, employees of BBF are likely to be in substantial direct contact with Client's students. For the protection of Client's students and as may be required by law, including but not limited to California Education Code §45125.1, BBF shall require its employee(s) on any Farm Program trip to clear a criminal background check through LiveSCAN fingerprinting submitted to the California Department of Justice/ Federal Bureau of Investigation and to provide Client evidence of such screenings immediately upon request, and BBF will not allow any employees who have been convicted of a violent or serious felony to provide Services under this Agreement to Client's students. BBF and/or BBF's employee(s) shall be solely responsible for any and all costs associated with such screenings.

b. BBF will ensure that its employees and agents who will come into contact with Client students and employees are free from infectious tuberculosis by certifying that such persons have submitted within sixty (60) days of their applicable hire date to a tuberculosis risk assessment or examination by an authorized physician, physician's assistant or nurse practitioner to determine that he or she is free of infectious tuberculosis, with a subsequent tuberculosis risk assessment or examination every four (4) years thereafter. BBF and/or BBF's employee(s) and/or agents shall be solely responsible for any and all costs associated with such risk assessments or examinations.

7. **First-Aid and CPR Certification.** BBF shall ensure at least one of its employees, agents, and/or contractors attending all Farm Program trips has completed First-Aid and CPR Certification.

8. **Insurance.** BBF shall carry, and shall ensure that any of its subcontractors carry, insurance sufficient to cover the potential liabilities arising from the Services provided for by this Agreement, for the duration

of this Agreement. At a minimum, BBF's insurance shall include General Liability Insurance, covering bodily injury, personal injury and property damage with a combined single limit of no less than one million dollars ($1,000,000) per occurrence, two million dollars ($2,000,000) in the aggregate, and, if Client is a California charter school, umbrella liability coverage in amounts meeting or exceeding the minimum coverage requirements for Client's charter school set forth in in its charter petition or by the school's charter authorizer through an agreement or otherwise, issued by a carrier authorized to do business in the state of California. BBF's insurance described herein shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by Client shall constitute secondary, excess coverage. BBF shall name Client as an additional insured and shall provide Client a current certificate of insurance and additional insured endorsement upon request.

9. **Indemnity.** To the maximum extent allowable by law, BBF will indemnify, defend, and hold harmless Client, its officers, directors, employees, agents and authorized volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, reasonable attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to the negligence, recklessness or willful misconduct of BBF, including of BBF's officers, directors, employees, subcontractors, agents, representatives, authorized volunteers, successors, assigns or anyone for whom BBF is legally responsible. To the maximum extent allowable by law, Client will indemnify, defend, and hold harmless BBF, its officers, directors, member, employees, agents and authorized volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, reasonable attorneys' fees and costs that such entities or persons may incur that arise out of or relate to the negligence, recklessness or willful misconduct of Client, including of Client's officers, directors, employees, subcontractors, agents, representatives, authorized volunteers, successors, assigns or anyone for whom Client is legally responsible. This clause shall survive the termination of this Agreement.

10. **No Employee Relationship.** The parties agree that the relationship between BBF and Client created by this Agreement is that of an independent contractor, and not a partnership, joint venture, or employer-employee relationship.
    a. All BBF employees providing Services to Client shall be and remain employed by BBF and shall at all times be subject to the direction, supervision and control of BBF. While BBF is not responsible for supervising Client employees or chaperones, BBF is responsible for organizing the Farm Program trip. Therefore, Client employees shall be and remain employed by Client and shall at all times be subject to the direction, supervision and control of Client, subject to limited direction from BBF staff in charge of the Farm Program trip. Client will be solely and entirely responsible for its acts and for the acts of its agents, employees, representatives, chaperones, authorized volunteers, and subcontractors during the entire Term of this Agreement. BBF will be solely and entirely responsible for its acts and for the acts of its agents, employees, representatives, chaperones, authorized volunteers, and subcontractors during the entire Term of this Agreement. Client shall not have any right to terminate the employment of any BBF employee providing Services to the Client. BBF shall not have any right to employ, supervise, dismiss, or otherwise terminate the employment of any Client employee.
    b. The parties understand and agree that BBF 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, BBF agrees not to represent any employees of BBF as employees of Client in any capacity, including, but not limited to, when interacting with Client's students, parents of students, chaperones, vendors, employees, or charter authorizer.
    c. BBF warrants that it 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.

d. Each party 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. Each party and its employees are not entitled to receive from the other party any vacation pay, sick leave, retirement benefits, Social Security, workers' compensation, disability benefits, unemployment benefits, or any other employee benefit of any kind.
e. BBF 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 ordinary prudent person in a like position would use under similar circumstances, and in exchange for reasonable compensation as set forth herein.
f. BBF is not obligated to devote all of its time or business efforts to the affairs of Client. BBF shall devote the time, effort, and skill reasonably necessary for the provision of Services required under this Agreement.
g. To the maximum extent allowable by law, each party agrees to hold harmless, indemnify, and defend the other party from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) the other party suffers as a result of (a) the first party's failure to meet its obligations under this Section 10, or (b) a third party's designation of the second party's employees as an employee of the first party (except to the extent such designation is caused by the gross negligence and/or willful misconduct of the second party).

11. **Notices.**

BBF	Client
Attn: Heather Clark Director of Experiential Learning 320 N. Halstead Street, Suite 100 Pasadena, CA 91107	Attn: Options for Youth – San Gabriel 320 N. Halstead Street, Suite 100 Pasadena, CA 91107

12. **Governing Law and Venue.** This Agreement shall be governed by, and construed in accordance with, the laws of the State of California. Any actions, disputes or proceedings arising out of this Agreement shall be filed in a court of competent jurisdiction in Los Angeles County.

13. **Attorneys' Fees.** If any litigation or arbitration is necessary to enforce the terms of this Agreement, the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs.

14. **Entire Agreement.** This Agreement, together with all its attachments, constitute the entire agreement of which the parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings or agreements among the parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the parties with respect to such rights and obligations.

15. **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.

16. **Waiver.** The waiver by any party 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.

17. **Severability.** The invalidity or unenforceability of any provisions of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement, which shall remain in full force and effect.

18. **Headings.** Headings and subheadings used in this Agreement are provided for convenience only and shall not be used to construe meaning or intent.

19. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's reasonable control and which cannot be overcome by reasonable diligence and without unusual expense.

20. **Jointly Drafted Agreement.** The parties acknowledge that this Agreement is the product of the combined involvement and drafting of both parties hereto and that neither party may be considered or deemed the primary drafter of the Agreement.

The parties have read this Agreement carefully and understand and accept the obligations that it imposes upon them without reservation. Except as expressly set forth herein above, no promises or representations have been made to induce any party to sign this Agreement and the parties sign this Agreement knowingly, voluntarily and freely.

BBF:	**CLIENT:**
Blackbird Farm, LLC	Options for Youth – San Gabriel, Inc.
Signed: _____	Signed: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

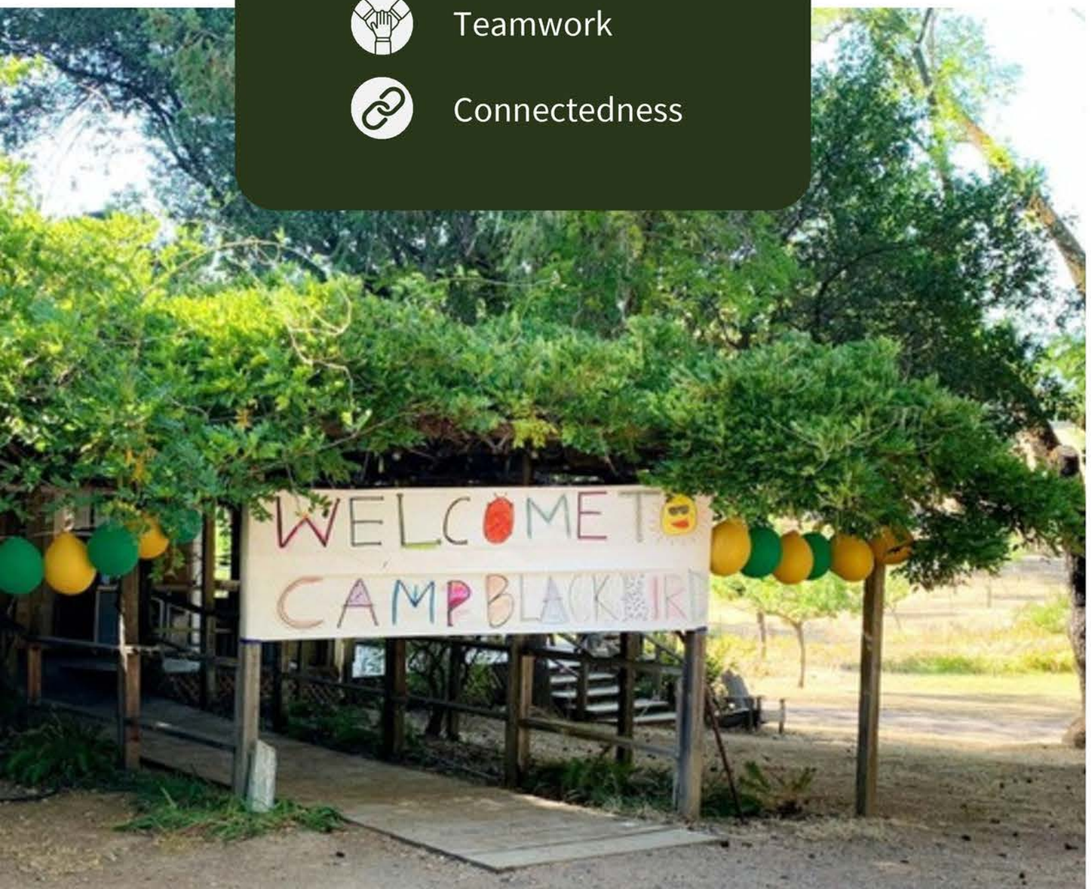
ATTACHMENT A
Farm Program Offering

Blackbird Farm

Philo, Northern California

Program Emphasis

- Confidence
- Teamwork
- Connectedness



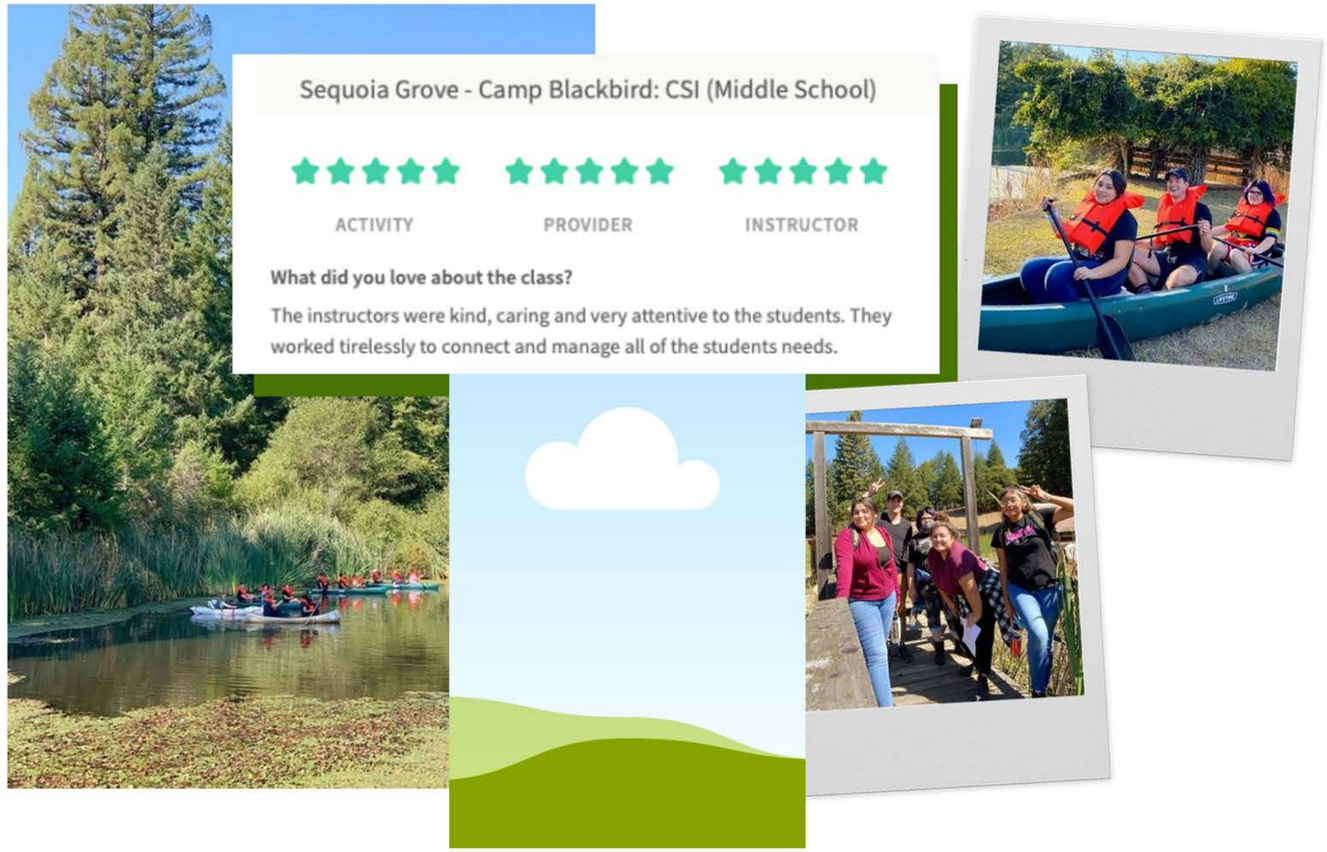
At Blackbird Farm, students participate in fun and **imaginative activities that foster growth and creativity.** Choose between themes like Camp Cookout, CSI, or Leadership to fill the week! The farm also offers activities like:

- Ropes Course
- Canoeing
- Archery
- Camp Olympics
- Arts & Crafts
- Hiking

A Typical Day	
Morning Chores	7:30 AM
Breakfast	8.30 am
Morning Mindfulness Activity	9:30 AM
Ropes Course	10:00 AM
Lunch	12:30 AM
Camp Olympics – Part 1	1:30 PM
Snack	3:00 PM
Camp Olympics – Part 2	3:15 PM
Workbooks	5:00 PM
Dinner	6:00 PM
Night Hike	7:00 PM
Students in Yurt	9:00 PM
Lights Out	10:00 PM

Blackbird Farm

Philo, Northern California



ATTACHMENT B
Program Order Form

WASHINGTON D.C.

DC 090919

Start Date **End Date**

SAMPLE

Sep 9, 2019 to Sep 14, 2019

SINGLE CLIENT PROGRAM ORDER FORM			Client's
CLIENT INFORMATION - PROGRAM - DATE RESERVED			
Client Name		**Vendor Name**	**Pathways Travels**
Reference Name		**Program**	**Washington D.C.**
Address		**Program Start Date**	**Monday, September 9, 2019**
		Program End Date	**Saturday, September 14, 2019**
Phone		**Contact**	
Email		**Title**	

PRICING INFORMATION			
PROGRAM/SERVICE:	**RATE:**		
Washington DC Program	$$ per student and $$ per chaperone. (Chaperone to be provided by Client and/or Other Attendees)		
Flights	If Client requests travel ticket services, Client will be responsible for its students' flight costs + $55 dollars servicing fee per attendee (See Addendum and Terms below)	**Initials indicates this service is requested**	_____ **Client Initial**
Transportation	N/A		
Effective Date			7/1/2019

	Client's Total Amount Due:	**$$$**	**50% DEPOSIT:**	**$0.00**
	Student Program Cost:	**$$$**	Number of Minimum Students at $$ per Student	
	Chaperone Program Cost:	**$$$**	Number of Minimum Chaperones at $$ per Chaperone	

Client will be required to pay the deposits described herein. Any balance due for Transportation Costs (e.g., flight tickets, baggage fees, service fees) shall be memorialized in a Supplemental Sheet and invoice. All terms and conditions under the Program Services Agreement shall apply to this Program Order Form and the Supplemental Sheet.

The Client will be responsible for the total amount due for the program or trip including, but not limited to, chaperone program and travel costs as a result of additional chaperones.

Subject to availability, the Client may add additional students up until one (1) day prior to the Program Date. Additional Student Cancellation Policy: If the Client adds additional Students over the total number of Students stated above on the Program Order Form, but the additional Students do not attend the Program as scheduled, then the Client will be billed for 100% of the fee for the additional Students unless Washington DC's program facilitator/coordinator is notified in writing at least 7 business days prior to the Program start date stating that the additional Students are cancelling their reservation.

Client has determined that the Program is part of Client's charter school education curriculum and furthers Client's educational goals by providing its students with a unique and hand-on experiential learning opportunity. At Client's sole discretion, students may earn credits at their school for completing this Program.

DUE DATES:				
	Deposit:	**Monday, April 15, 2019**	**Final Payment:**	**Wednesday, August 14, 2019**

By:_____

Client's Authorized Representative

Print Name:

Title:

Date:

C.9 OFY-SG Student Rideshare Transportation Policy

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

June 2026

Agenda Item: OFY-SG Student Rideshare Transportation Policy

Purpose: The Board will review and consider approval of the OFY-SG Student Rideshare Transportation Policy to establish clear expectations, procedures, and accountability measures for School-coordinated rideshare transportation services in order to: support student attendance and access to educational services, promote student safety during transportation, ensure responsible use of transportation resources, reduce avoidable transportation costs associated with late cancellations and no-shows and maintain equitable access to transportation services for eligible students.

Key policy components include:

- Student eligibility and approval requirements
- Parent/guardian/adult student acknowledgment and annual authorization
- Student safety and conduct expectations
- Defined cancellation and no-show procedures
- Accountability measures for misuse of transportation services
- Alternative transportation options when rideshare privileges are revoked
- Reinstatement process for students seeking future participation
- Protection of transportation services required by law or through an IEP

The School invests significant resources in providing transportation services to support student participation and attendance for eligible students. Repeated late cancellations and no-shows create unnecessary costs and reduce transportation availability for other students. This policy creates consistent expectations, protects limited transportation resources, and ensures rideshare services remain available for students who rely on them.

Fiscal Impact: Minimal implementation costs. The policy is expected to have a **positive fiscal impact** by reducing unnecessary transportation expenditures associated with late ride cancellations and student no-shows. Each canceled or unused ride may generate fees charged by the rideshare provider, resulting in avoidable costs to the School. By establishing accountability measures and clear expectations, the policy is intended to reduce these expenses.

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Student Rideshare Transportation Policy effective June 2026, and authorize implementation as part of the School's transportation program.

Options For Youth-San Gabriel
Student Rideshare Transportation Policy

June 2026

Overview

Options for Youth-San Gabriel (the "School") partners with Rideshare providers, including HopSkipDrive, to offer a rideshare-based transportation option ("Rideshare Service") for eligible students as a supplemental service to support attendance and access to the School. This service is intended to be reliable, safe, and cost-effective. Last-minute cancellations and no-shows create unnecessary costs and reduce availability for other students. This policy and the below acknowledgement form ensure that students and parents/guardians are aware of the expectations of the Rideshare Service and consequences for failure to comply with proper use.

This policy:

- Sets expectations for scheduling, cancellations, and student readiness when using the Rideshare Service.
- Establishes consequences for repeated late cancellations and no-shows.
- Explains alternative transportation options for students who misuse the service.

The Rideshare Service is a School-managed transportation service. It is not a general ridesharing benefit (i.e., Uber, Lyft) and may be modified or discontinued based on operational needs. When rides are cancelled, the School incurs significant fees directly from the rideshare provider. As a result, misuse of the service, as outlined below, will not be tolerated and may result in the student losing the privilege of using the Rideshare Service.

Authorized Use of Rideshare Services

Eligibility and approval

Rideshare transportation is available only to students who are approved by the School and who meet eligibility criteria established by the School. Students must have a current Student Transportation Agreement Permission Form and a Parent/Guardian Rideshare Transportation Policy Acknowledgment Form on file in order to be eligible to participate in the Rideshare Service. Permission slips must be renewed each year. Permission slips for the Rideshare Service will be provided and collected at events such as Open House, student conferences and new student orientations, if applicable.

The School may consider:

- Student grade level and ability to ride safely without a parent present.
- Distance, route feasibility, and availability of drivers.
- Student attendance history and prior misuse of transportation services.
- Any safety or supervision concerns.

Permitted trips and Authorized use
Only the approved student may ride while participating in the Rideshare Service. Approved rides are limited to:

- Pick up at the address or designated location on file with the School.
- Drop off at the School learning center or other School-approved location.
- Only during approved service windows.

Trips outside approved parameters are not permitted.

Parents and guardians must ensure the student is:

- At the designated pickup location on time.
- Supervised as required (if applicable).
- Ready to depart at the scheduled pickup time.

Student conduct and safety requirements
While using the Rideshare Service, students must:

- Wear a seatbelt.
- Follow driver instructions and basic safety rules.
- Refrain from disruptive behavior, harassment, or unsafe conduct.
- Keep hands and belongings to themselves.
- Not bring prohibited items (including weapons, alcohol, drugs, or other contraband).
- Follow School behavior expectations applicable to transportation.

The School may suspend rideshare access immediately for serious safety and/or behavior concerns.

Parent/guardian/adult student responsibilities
Parents, guardians and adult students must:

- Provide accurate pickup and drop-off addresses and provide updated addresses promptly.
- Ensure the student is ready and present at pickup.
- Maintain reliable contact information and respond promptly to communications related to transportation.
- Notify the School of any changes that affect transportation needs.
- Agree to communication from the Rideshare Service provider regarding ride information/general updates to parent and/or student, if applicable

Cancellation and No-Show Expectations

Cancellation Expectations

- Cancellation: Occurs when a parent/guardian/caseworker or student notifies the School Ride Organizer that a scheduled ride is not needed.
- Late cancellation: Occurs when a cancellation is **not** made at least 2 hours before the scheduled ride.
- No-show: The driver arrives within the pickup window but the student has not arrived at the pickup location within 10 minutes of the scheduled pickup time; is not present, not ready, cannot be located, or the ride cannot proceed due to the student's failure to comply with pickup requirements.

To avoid late cancellation consequences, cancellations must be made at least 2 hours before the scheduled pickup time. Cancellations must be submitted to the School Ride Organizer, the Caseworker (when applicable) or Caregiver (when applicable). Exceptions to late cancellations may be made in cases of a personal or family emergency, a doctor's note proving that the student was sick, or in the case of Homeless and/or Foster Youth, when communication is not possible.

Failure to follow proper cancellation procedures for more than **three (3) rides** in a school year may result in removal from the Rideshare Service, subject to the exceptions above. The School Ride Organizer will inform the student and parent/guardian when they are no longer eligible for the Rideshare Service.

Consequences for late cancellations and no-shows

Late cancellations and no-shows result in avoidable costs and may limit services for other students. Therefore, the following applies:

- Each late cancellation and each no-show counts as one incident.
- Three incidents without a valid school approved exception (i.e., any combination of three late cancellations and/or no-shows) within a school year will trigger a change of transportation option.
- The student will participate in a School-designated alternative (e.g., public bus service, public transit tokens or passes, parent/guardian supported options or other transportation arrangements).

The School may also:

- Require a parent/guardian meeting before reinstatement in the Rideshare Service.
- Impose a waiting period before reconsidering Rideshare Service eligibility.
- Implement additional requirements.

Reinstatement

The parent/guardian may request reinstatement to the Rideshare Service in writing. The School may consider various factors in determining whether to reinstate the student, such as attendance, work completion, and behavior history. Reinstatement is at the School's sole discretion.

Student Rideshare Transportation Policy Acknowledgment Form

Student Name: _____ Grade: _____

Parent or Guardian Name: _____

School Year: _____

Phone Number: _____ Email: _____

Pickup Address or Location on File (initial): _____

Drop-off Address or Location on File (initial): _____

I acknowledge and agree that:

1. I have received and read the Student Rideshare Transportation Policy.
2. I understand that rideshare transportation is a supplemental service and may be changed based on misuse, safety concerns, or operational limits.
3. I understand that I must also sign a Student Transportation Agreement Permission Form in order for my student to access the Rideshare Service.
4. I understand the cancellation and no-show expectations, including that three late cancellations or no-shows (incidents) within a single school year may result in my student being reassigned to a different transportation option.
5. I understand that transportation required by an IEP or applicable law will not be denied due to misuse, but the School may modify service logistics to ensure responsible and effective implementation.
6. I agree to follow the School's scheduling and cancellation procedures and to ensure my student is ready and present at the designated pickup location on time.
7. I understand that failure to follow the policy may result in changes to the transportation arrangement and may require a meeting or review before reinstatement to the Rideshare Service.

Parent/Guardian Signature: _____ Date: _____

Student Signature (if age-appropriate): _____ Date: _____