

# ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA –AUDEO CHARTER SCHOOL II ▪ AUDEO VALLEY CHARTER

ALTUS SCHOOLS EAST COUNTY ▪ ALTUS SCHOOLS NORTH COUNTY ▪ ALTUS SCHOOLS SOUTH BAY ▪ MIRUS SECONDARY

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman

Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

## SPECIAL BOARD OF DIRECTORS MEETING

Thursday, July 11, 2024, 8:00 a.m.

Via Teleconference at

4328 Proctor Place, San Diego, 92116, 514 Via De La Valle, Suite 303, Solana Beach, CA 92075, 4179 Middlesex Drive, San Diego, CA 92116, 610 Reyes Drive, Walnut, CA 91789

and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, CA 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, CA 92025, and Audeo Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, CA, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 203, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 91950

Access to the live video conference will be accessible prior to the start of the meeting at

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

East County: <https://grossmontsecondarycharter.com/board-and-governance/>

North County: <https://audeo3.com/board-and-governance/>

South Bay: <https://sweetwatersecondarycharter.com/board-and-governance/>

Mirus: <https://miruscharter.com/board-of-directors/>

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This agenda contains a brief, general description of each item to be considered.

Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

### 1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Establishment of Quorum
- 1.4 Pledge of Allegiance
- 1.5 Approval of Agenda P.1-2

### 2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Altus Schools Southern California Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the “Raise Hand” feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board’s prerogative to respond or give direction to staff. All public comments will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

- 2.1 Non-Agenda Public Comment
- 2.2 Agenda Public Comment

### 3.0 ADMINISTRATIVE ITEMS

- 3.1 Consideration and Approval of Altus Schools Coachella Valley Charter Petition P.3-201

#### 4.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

#### 5.0 ADJOURNMENT

**Next Regular Board Meeting: Thursday, September 5, 2024, 8:30 a.m.**

Meeting Agenda available at:

[www.audeo2.com](http://www.audeo2.com), [audeo3.com](http://audeo3.com), [audeovalley.com](http://audeovalley.com), [grossmontsecondarycharter.com](http://grossmontsecondarycharter.com), [miruscharter.com](http://miruscharter.com), [sweetwatersecondarycharter.com](http://sweetwatersecondarycharter.com)

**Accommodation** –Altus Schools Southern California Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings. Please notify Angela Neri at (858) 678-2045 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Angela Neri at (858) 678-2045 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 3252 Bonita Road, Chula Vista, CA 91910; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Angela Neri at (858) 678 -2045.

#### **Certification of Posting**

*I, Angela Neri, hereby certify that this agenda is posted at the Altus Schools Southern California Resource Centers and Offices noted on this agenda and has been posted on the Altus Schools Audeo Charter School II, Audeo Valley Charter, Altus Schools East County, Altus Schools North County, Altus Schools South Bay, and Mirus Secondary respective webpages on July 10, 2024.*

# ALTUS SCHOOLS COACHELLA VALLEY

Continuing Charter School Charter Petition

Submitted to the Desert Sands Unified School District Board of Education

[insert submission date], 2024

Charter Term: July 1, 2025 – June 30, 2030

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- LL. Letter of Support from Hesperia Unified School District
- MM. Development Team Member Resumes

## Affirmations And Declaration

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As the authorized lead petitioner, I, Wade Aschbrenner, hereby certify that the information submitted in this petition for a California public charter school to be named Altus Schools Coachella Valley (“ASCV” or the “Charter School”), to be operated by Altus Schools Southern California (“Altus Schools”), a California non-profit public benefit corporation and to be located within the boundaries of the Desert Sands Unified School District (“DSUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

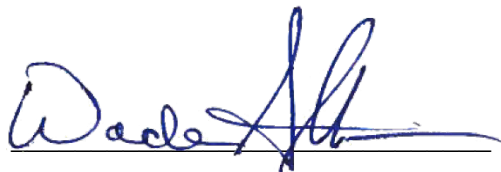
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Altus Schools declares that it shall be deemed the exclusive public school employer of the employees of Altus Schools Coachella Valley for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973

(“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]



- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Wade Aschbrenner, External Relations Officer  
Altus Schools Coachella Valley

\_\_\_\_\_ Date

## Introduction

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### BACKGROUND

Mirus Secondary (“Mirus”), currently authorized by Hesperia Unified School District, operates an adjacent county site, the Palm Desert Resource Center. This nonclassroom-based resource center serving grades 7-12 was opened in June 2013, and has a current enrollment of 150 students. Mirus Secondary is a re-directive program with the average student stay being between 12 and 18 months. Since the Palm Desert Resource Center opened, more than 275 unduplicated students have been redirected into Desert Sands Unified School District schools. The purpose of this establishment charter petition is to allow the resource center to continue operating its successful program, now as a proposed continuing charter school, for students in need within the District.

Education Code Section 47612.7(a) prohibits the approval of a petition for the establishment of a new nonclassroom-based charter school. However, Education Code Section 47612.7(b) states that the prohibition shall not apply to a charter school that was granted approval of its petition and opened before October 1, 2019 under several circumstances. One circumstance, listed in Education Code Section 47612.7(b)(1), is if a charter school is required to submit a petition to the governing board of a school district in an adjacent county in which its existing resource center is located in order to comply with Section 47605.1 as amended by Assembly Bill 1507 (“AB 1507”), or to retain current program offerings or enrollment. (Indeed, such a school is not an establishment charter school at all, but a *continuing* charter school.)

Thus, this proposed charter is allowed, and can be approved by the Desert Sands Unified School District, because it meets the exception listed in Education Code Section 47612.7(b)(1). The program offerings and enrollment at Mirus Secondary Palm Desert Resource Center is one of the keys to success for the District. Without the Mirus Secondary program, most, if not all, of the students who have been redirected from the resource center into District schools would simply be dropout statistics. Approving the opportunity for the resource center to become its own charter school, as this charter petition lays out, is legal and provides advantages for students within the District.

### ACCOMPLISHMENTS OF THE PRIOR CHARTER SCHOOL (MIRUS SECONDARY)

Mirus Secondary (“Mirus”) is an independent study, academic intervention program serving grades kindergarten through 12. Every Mirus student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Mirus teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

Mirus serves a unique student population. Students choose to enroll at Mirus because they have not been successful in the traditional school system. Approximately, 67 percent of Mirus students in grades 6-12 are credit deficient upon enrollment, 57 percent are socio-economically disadvantaged, and 70

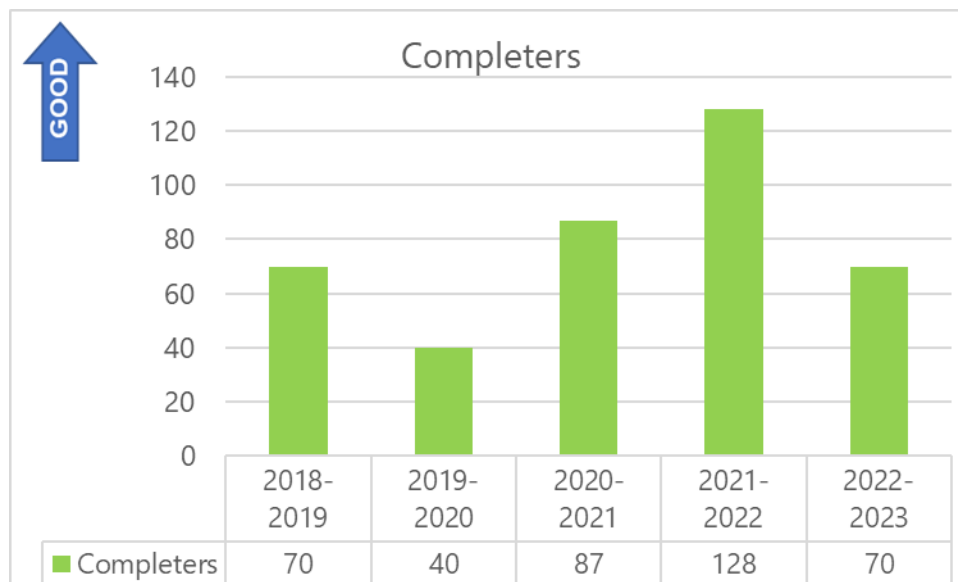
percent represent a minority student population. Additionally, approximately 17 percent have been identified as Special Education students.

Mirus Secondary has been approved for Dashboard Alternative School Status (“DASS”) by the California Department of Education (“CDE”). The DASS program replaces the previously administered Alternative Schools Accountability Model (“ASAM”) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. Charter schools that serve high-risk students and have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high-risk student groups are qualified for certification as a DASS school. DASS schools need to re-certify every three years. The high-risk groups include the following: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, Students who are credit deficient, Students with a gap in enrollment, Students with high level transiency, Foster Youth, and Homeless Youth.

The focus of Mirus is to improve student learning, offer a safe learning environment, and provide well-qualified faculty and staff to a majority high-risk student population. Mirus students are offered access to specially trained teachers who are held directly accountable for their students’ progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

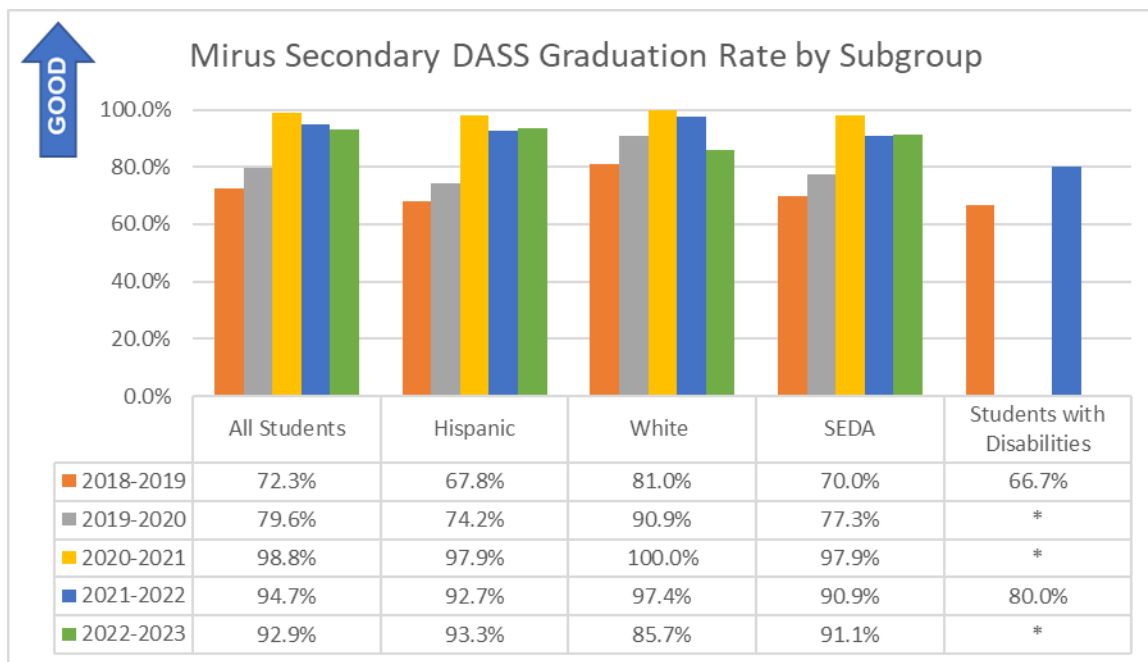
Some of Mirus Secondary’s accomplishments over the prior charter term include:

- In the last five years, nearly 400 Mirus Secondary students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma (“GED”), High School Equivalency Test (“HiSET”) or California Proficiency Program (“CPP”) **(See Figure below)**).

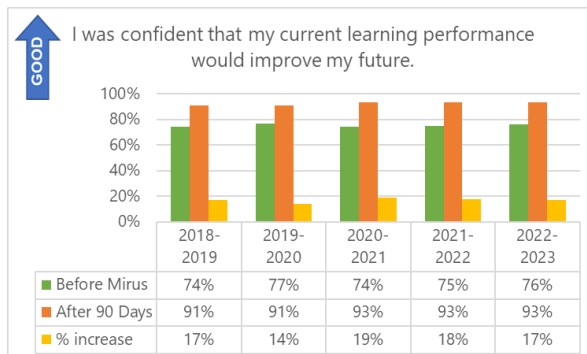
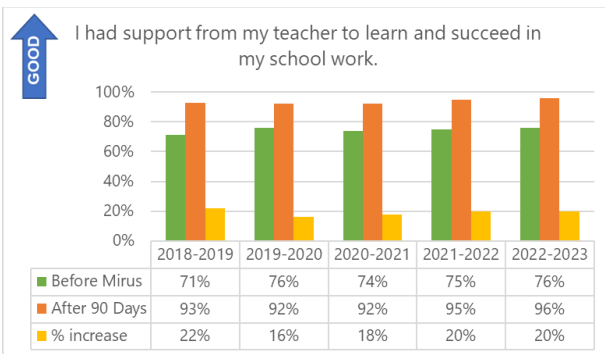


- Mirus has consistently Met all Local Indicators on the Dashboard **(Figure 5)**.

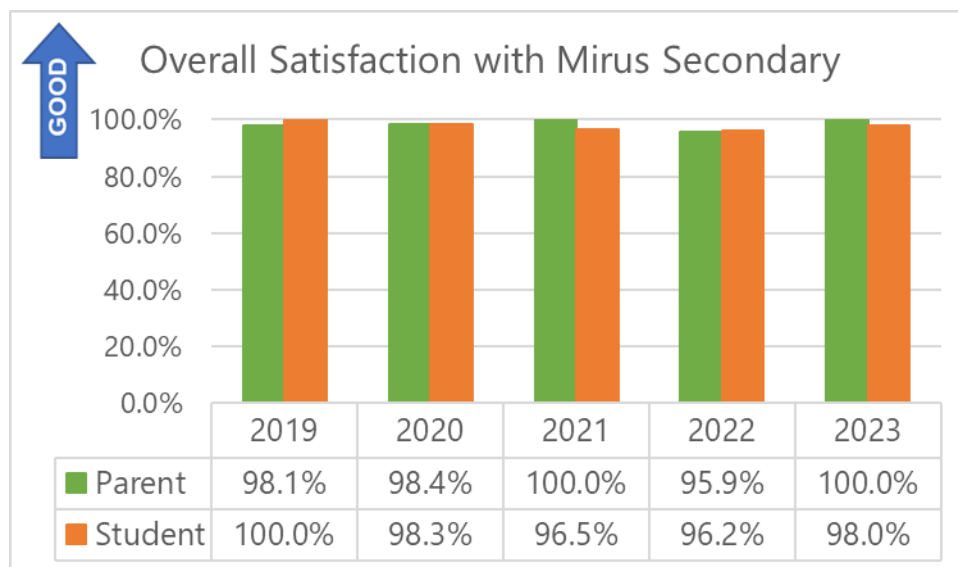
- Mirus Secondary outperformed comparable DASS schools (school’s students may otherwise attend in the District or communities served) in the CAASPP SBA Assessments in English Language Arts/Literacy and Mathematics in both Distance From Standard and proficiency rates **(Figures 3-6.3)**.
- Mirus Secondary exceeds the San Bernardino County DASS schools average and the state DASS schools average for the Academic Indicators in ELA and Math **(Figures 3-6.3)**.
- One of the greatest accomplishments for Mirus Secondary over the preceding five years has been raising the DASS Graduation Rate for All Students (20.6%), Hispanic students (25.5%), White Students (20.1%) SED students (20.3%) and Students with Disabilities (13.3%) **(Figure 7)**.



- As a DASS school, Mirus Secondary has maintained a low One-Year Dropout Rate below 5.0%. This is an outstanding achievement given that the majority of Mirus Secondary students enroll behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math. **(Figure 8)**.
- Over the last five years, Mirus Secondary has exceeded the 84% participation target rate for All Students in 4 of 5 years **(Figure 9)**.
- Mirus Secondary continues to provide a safe and supportive learning environment for all the students it serves. Mirus Secondary educational setting allows students to focus on academics and learn positive behaviors as reflected by Mirus’ nearly 0% suspension and nearly 0% expulsion rates over the last five years **(Figures 10-11)**.
- Over the last five years Mirus students expressed double digit increases in self-confidence after just 90 days of enrollment versus how they felt prior to enrolling. These increases in confidence apply to their ability and skills to succeed, receiving support from their teacher, prioritizing their education and the outlook that their education at Mirus will improve their future **(See Figures 14.1-14.2)**.



- Mirus Secondary annually surveys its parents and students as one of many ways to gather feedback on their experience at Mirus. Overwhelmingly, Mirus students and parents continue to indicate their satisfaction with Mirus (See Figures 14-16).



- In 2023 Mirus Secondary achieved a 1.9% Chronic Absenteeism rate. This was significantly lower than the San Bernardino County DASS schools Average and lower than the State DASS schools’ average. (Figure 13)
- In 2019, 2022, and 2023 Mirus Secondary Dashboard result for English Learner Progress was higher than the San Bernardino County DASS schools average (Figure 12).
- Over the past five years Mirus Secondary has maintained stellar Safety Satisfaction rates among students who rated their safety satisfaction at or above 94% (Figure 15)
- Over the past five years Mirus Secondary has maintained stellar Safety Satisfaction rates among parents who rated their safety satisfaction at or above 96% (Figure 16)
- In April 2023, Mirus Secondary received a 6-year “Clear” Western Association of Schools and Colleges (“WASC”) term. This is the highest term granted by WASC (See Appendix M).
- Mirus Secondary has a fully approved set of University of California (“UC”) a-g courses. UC has approved several new and revised Mirus courses during the current charter term (Appendix N).
- Mirus Secondary has 11 fully developed CTE Career Pathways which includes the following:
  - Design, Visual and Media Arts

- Business Management
  - Environmental Resources
  - Hospitality, Tourism and Recreation
  - Software and Systems Development
  - Patient Care
  - Public Safety
  - Child Development
  - Animal Science
  - Teacher Education
  - Retail Sales and Marketing
- Mirus currently has 10 courses articulated for college credit:
    - Entrepreneurship 1, 2
    - Child Development 1, 2
    - Design Careers 1, 2
    - Environmental Sustainability 1, 2
    - Hospitality Management 1,2 and Tourism and Recreation 3, 4
    - Information and Communication Technology 1,2
    - Health Science Concepts 1, 2
    - Photography 1, 2
    - Teacher Education
    - Retail Sales and Marketing 1, 2
- The National Collegiate Athletic Association (“NCAA”) has approved several new and revised courses during the current charter term (**Appendix O**).
  - Mirus has implemented 10 AP Courses (**Appendix P**), the following AP courses are open to all students:
    - AP World History 1, 2
    - AP US History 1, 2
    - AP Human Geography 1, 2
    - AP Psychology 1, 2
    - AP Environmental Science 1, 2
    - AP Calculus AB 1, 2
    - AP Literature & Composition 1, 2
    - AP Language & Composition 1, 2
    - AP United States Government and Politics 1,2
    - AP Spanish Language and Culture 1, 2
  - In June 2021, Mirus implemented the AVID program both as an AVID Elective and AVID Schoolwide Program.
  - Mirus LCAP was developed and unanimously approved by its Board of Directors. Mirus consistently meets the schools’ targets that are aligned to the 8 state LCAP priorities (**See Appendix D**).
  - Mirus has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning.

- Mirus was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools **(See Appendix X)**.

## JUSTIFICATION FOR RENEWAL AS A DASHBOARD ALTERNATIVE SCHOOL STATUS (DASS) CHARTER SCHOOL

<i>DASS Charter School MOU Criteria #1</i>	
<b>Academic Indicator</b>	CAASPP (SBA) ELA Dashboard Distance from Standard
<b>The target has been</b>	MET

*Figure 1. Academic Indicator ELA (All Students) Distance from Standard*

<b>CAASPP Dashboard Academic Indicator ELA DFS--All Students</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Mirus Secondary	-27.2	COVID	COVID	-53.9	-25.0
Canyon Ridge High	-94.5	COVID	COVID	-82.2	-101.3
Mojave High	-133.7	COVID	COVID	-198.6	-173
SB County DASS	-84.8	COVID	COVID	-93.7	-94.5
CA Statewide DASS	-81.2	COVID	COVID	-114.7	-118.2

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

Source: California Dashboard Data Files (2023); <https://caaspp-elpac.ets.org/caaspp/>

Mirus Secondary set and maintains an internal target for the CAASPP SBA English Language Arts (ELA) assessments Distance from Standard (DFS) results on the Dashboard for students enrolled as of CBEDS to either exceed the county DASS schools Average or exceed the state DASS schools' average. Mirus calculates its results against the San Bernardino County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. Mirus received a -25.0 DFS for all students on the 2023 Dashboard Academic Indicator in ELA. Mirus' 2023 ELA DFS result on the Dashboard was nearly 70 pts higher than the San Bernardino County DASS average and over 90 pts higher than the DASS state average (**Figure 1**). This result also outperforms the other comparable DASS schools serving the same community, such as Canyon Ridge High, Mojave High and Shadow Ridge.



**DASS Charter School MOU Criteria #2**

<b>Academic Indicator</b>	CAASPP (SBA) Mathematics Dashboard Distance from Standard
<b>The target has been</b>	MET

**Figure 2. Academic Indicator Math (All Students) Distance from Standard**

<b>CAASPP Dashboard Academic Indicator Math DFS--All Students</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Mirus Secondary	-133.2	COVID	COVID	-122.6	-135.9
Canyon Ridge High	-195.4	COVID	COVID	-203.3	-226.1
Mojave High	-236.5	COVID	COVID	-241.6	-217.9
SB County DASS	-167.3	COVID	COVID	-170.4	-172.7
CA Statewide DASS	-162.7	COVID	COVID	-164.6	-192.8

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

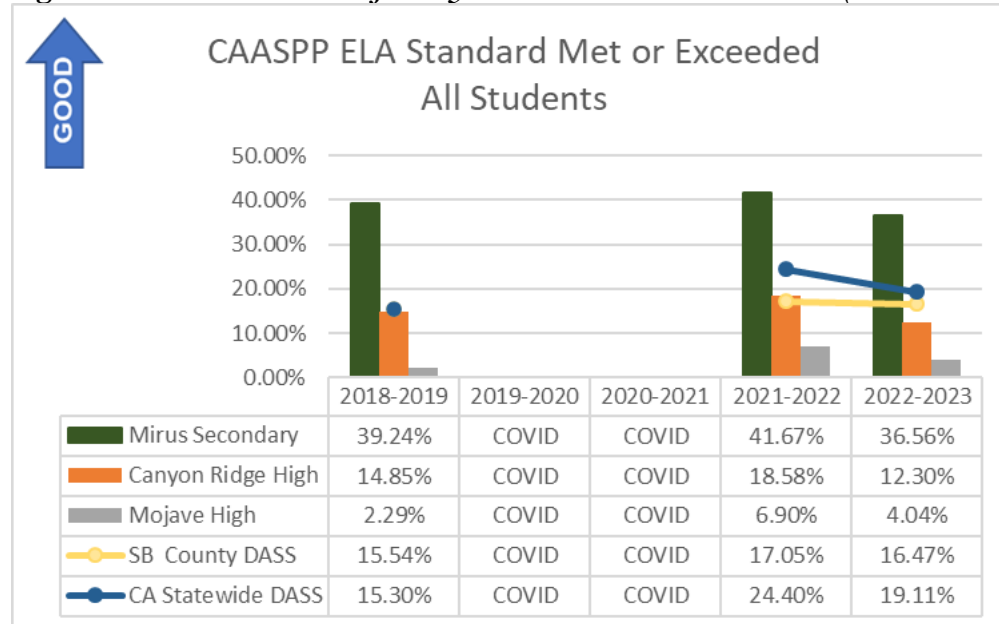
Source: California Dashboard Data Files (2023); <https://caaspp-eljac.ets.org/caaspp/>

Mirus Secondary set and maintains an internal target for the CAASPP SBA Mathematics assessments Distance from Standard (DFS) results on the Dashboard for students enrolled as of CBEDS to either exceed the county DASS schools Average or exceed the state DASS schools' average. Mirus calculates its results against the San Bernardino County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. Mirus received a -135.9 DFS for all students on the 2023 Dashboard Academic Indicator in Mathematics. Mirus' Math DFS result on the Dashboard was over 36 pts higher than the San Bernardino County DASS average and 56 pts higher than the statewide DASS average (**Figure 2**). This result also outperforms the other comparable DASS schools serving the same community as Mirus Secondary.

**DASS Charter School MOU Criteria #3**

<b>Academic Indicator</b>	CAASPP SBA Assessments ELA Proficiency Rate
<b>The target has been</b>	MET

**Figure 3. CAASPP ELA Proficiency – Standard Met or Exceeded (All Students)**



(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

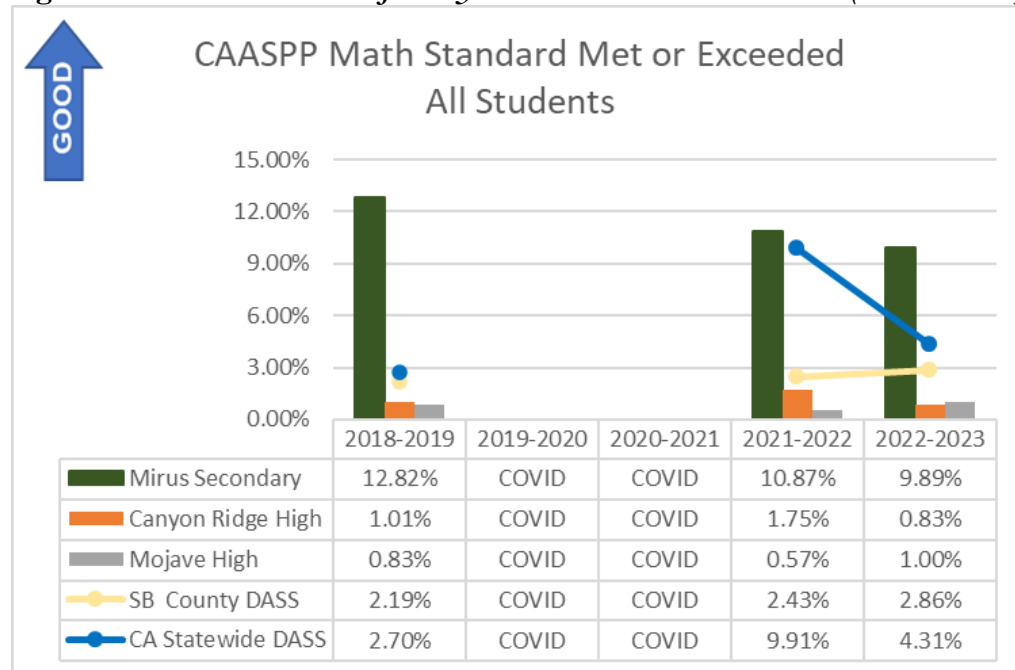
CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. Mirus Secondary set and maintains an internal target addressing results on the CAASPP SBA ELA assessments proficiency results in English Language Arts (ELA) that students enrolled as of the first day of the school CAASPP window will either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS schools’ average proficiency in ELA. Mirus calculates its results for all students and subgroups against the San Bernardino County and statewide DASS school’s average proficiency rates utilizing the CDE’s CAASPP Research files and the CAASPP Results website.

For the three years with school and county/state data (*unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021—very limited state testing*) Mirus exceeded both the San Bernardino County and statewide DASS averages in ELA proficiency % for CAASPP ELA Standard Met each year as well as the other comparable DASS schools serving the same community as Mirus (**Figure 3**).

**DASS Charter School MOU Criteria #4**

<b>Academic Indicator</b>	CAASPP SBA Assessments Math Proficiency Rate
<b>The target has been</b>	MET

**Figure 4. CAASPP Math Proficiency – Standard Met or Exceeded (All Students)**



(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)

Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. In 2023, the San Bernardino County DASS schools’ average proficiency rate for Mathematics was 2.86% and statewide the rate was 4.31%. Mirus’ Math Proficiency rate in 2023 was over 7%, higher than the County and over 5% higher than the Statewide result for DASS schools.

Mirus set and maintains an internal target addressing results on the CAASPP SBA Mathematics assessments proficiency results is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS schools’ average proficiency in Math. For the three years with school and county/state data (*unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing*) Mirus exceeded both the San Bernardino County and statewide DASS averages in Math proficiency % for CAASPP Math Standard Met each year as well as the other comparable DASS schools serving the same community as Mirus Secondary (**Figure 4**).

<i>DASS Charter School MOU Criteria #5</i>	
<b>Academic Indicator</b>	Dashboard Local Indicators
<b>The target has been</b>	MET

*Figure 5. Dashboard Local Indicators*

Local Indicator	2019 Result	2020 Result	2021 Result	2022 Result	2023 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Local Climate Survey	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met

Source: <https://www.caschooldashboard.org/>

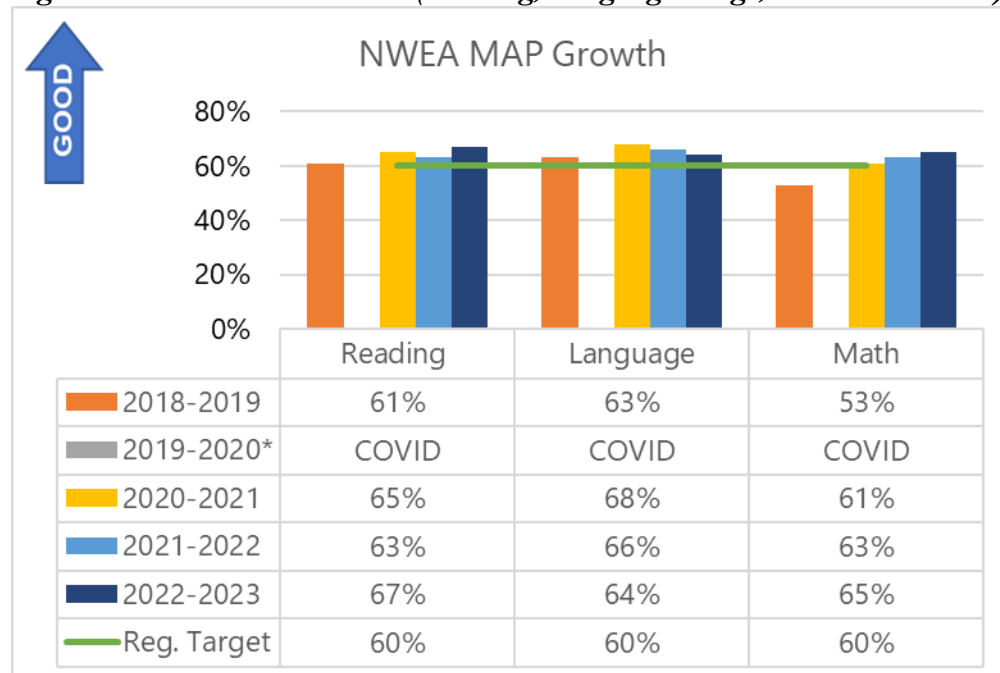
As demonstrated above, Mirus has met standards for all local indicators in 2019, 2022, and 2023. *The CDE Suspended Reporting of Local Indicators in 2020 in response to COVID and for 2021, LEA's reported to the CDE but no Standard Met/Not Met were released by the CDE.*

**DASS Charter School MOU Criteria #6**

<b>Academic Indicator</b>	NWEA Map Results
<b>The target has been</b>	PARTIALLY MET

In addition to the mandated state assessments in ELA and math, Mirus utilizes the NWEA Measures of Academic Progress (“MAP”) as a local assessment to evaluate student growth and performance in Reading, Language Usage and Mathematics. Once students are enrolled, the initial MAP survey assessment is administered to students to identify initial grade level proficiency. Over the last five years, on average, students are entering Mirus 1-2 grade levels behind in reading and 2-3 grade levels behind in math. (Figure 6).

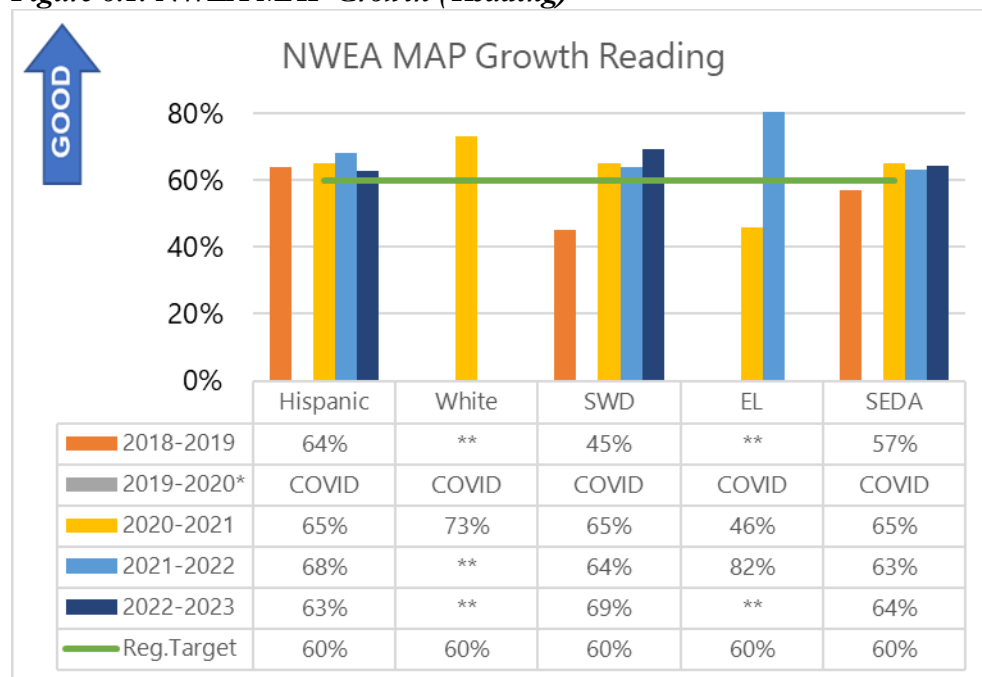
**Figure 6. NWEA MAP Growth (Reading, Language Usage, and Mathematics)**



Source: NWEA MAP Growth Reports (2018-2023)

Each year, Mirus administers the MAP Growth assessments in Reading, Language Usage, and Mathematics in the fall and spring semesters. Each year Mirus serves a new group of students making year-to-year comparisons, a one-year outcome as opposed to a longitudinal comparison. Students’ fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the spring to determine students’ growth from the Fall. Mirus’ internal target for MAP growth is that 60% of students will meet their MAP growth target. Mirus has surpassed this target in Reading and Language Usage each year and in Mathematics in three of four (75%) years (excluding 2019-20 when spring administration was cancelled due to COVID).

**Figure 6.1. NWEA MAP Growth (Reading)**

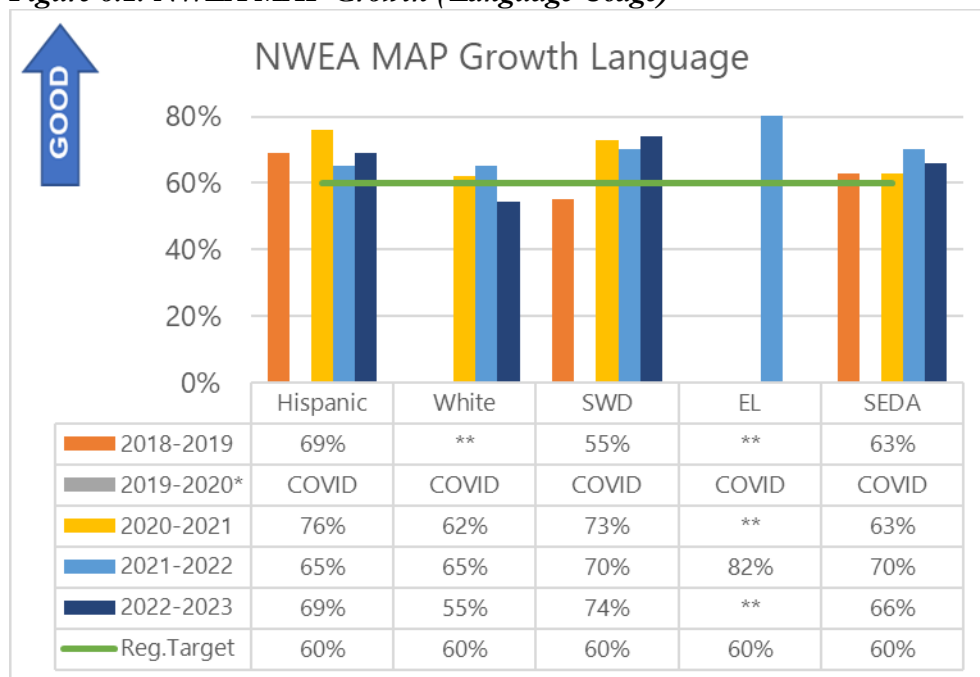


\*\* represents < 11 students

Source: NWEA MAP Growth Reports (2018-2023)

MAP Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at Mirus. Overall, from 2018-2019 through 2022-2023, 12 of 15 (80%) of significant student groups over the past five years met or exceeded the 60% growth target in Reading. Hispanic students exceeded the growth target each of those years in Reading while Socioeconomically Disadvantaged and Students with Disabilities exceeded the growth target in 3 of 4 years. **(Figure 6.1).**

**Figure 6.2. NWEA MAP Growth (Language Usage)**

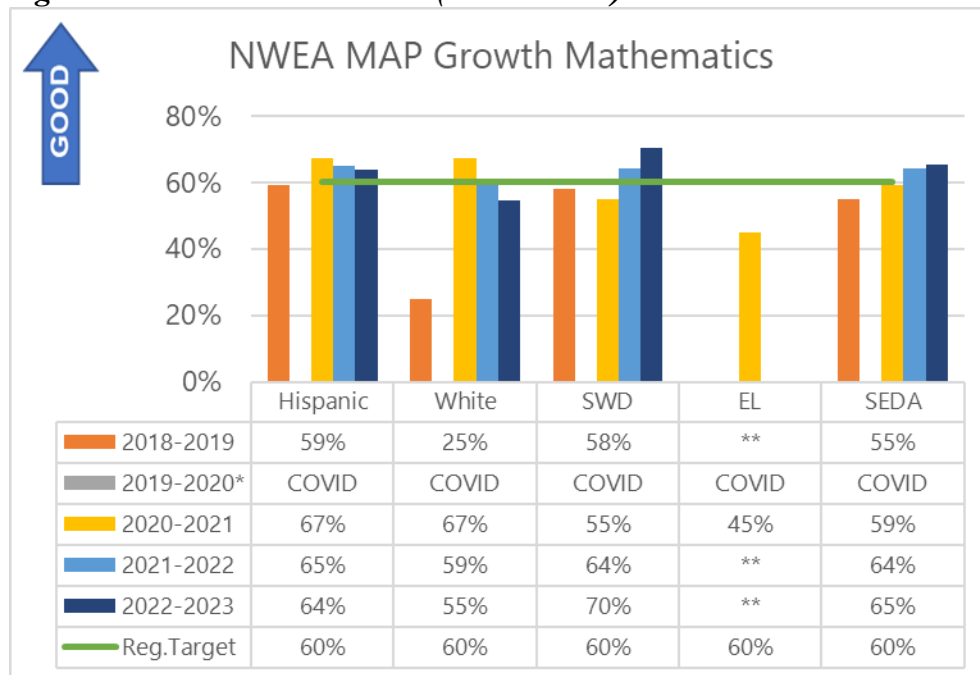


\*\* represents < 11 students

Source: NWEA MAP Growth Reports (2023)

Over the past five years, 14 of 16 (88%) of all significant student groups at Mirus met or exceeded the 60% growth target in Language. (Figure 6.2). All significant subgroups met the 60% growth target in 2020-2021 and 2021-2022 and 3 of 4 met in 2022-2023.

**Figure 6.3. NWEA MAP Growth (Mathematics)**



\*\* represents < 11 students

*Source: NWEA MAP Growth Reports (2023)*

Over the past five years 8/17 (47%) of significant student groups at Mirus have met or exceeded the 60% growth target in Mathematics. Hispanic students met the target in three of four years (75%) while Students with Disabilities and Socioeconomically Disadvantaged students each met the target in both 2021-2022 and 2022-2023 (**Figure 6.3**).

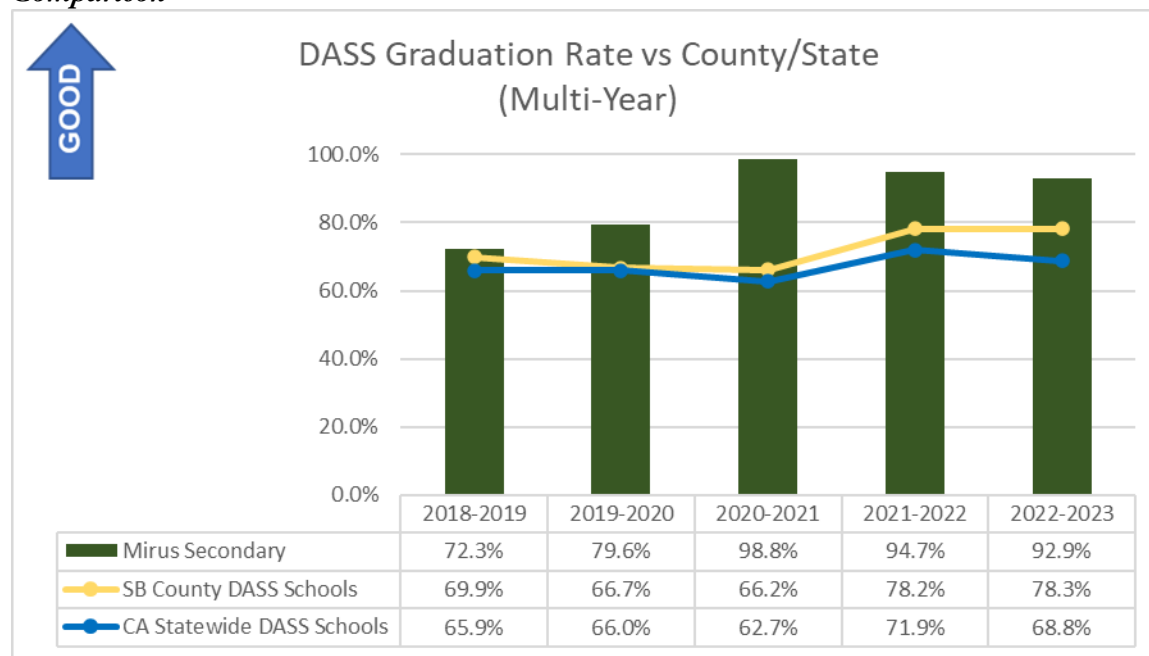


**DASS Charter School MOU Criteria #7**

**Academic Indicator** DASS Graduation Rate

**The target has been** MET

**Figure 7. Multi-year DASS Graduation Rate –County/State DASS Schools Averages Comparison**



Source: California Dashboard Data Files (2018-2023); <https://www.cde.ca.gov/ta/ac/cm/graddatafiles.asp>

The DASS Graduation Rate is one of the most closely monitored measures demonstrating the success of Mirus Secondary. Mirus set and maintains an internal target to at minimum equal or exceed the county DASS Schools average or the state DASS schools’ average. **For the past five consecutive years, Mirus has outperformed both the county and state DASS averages on the DASS Graduation rate (Figure 7).**

**DASS Charter School MOU Criteria #8**

<b>Academic Indicator</b>	One-Year Dropout Rate
<b>The target has been</b>	MET

**Figure 8. One-Year Dropout Rate**

<b>One-Year Dropout Rate</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>All Students</b>	3.6%	3.7%	4.7%	4.9%	4.2%
<b>Goal</b>	<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>	<b>5.0%</b>

Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2023)

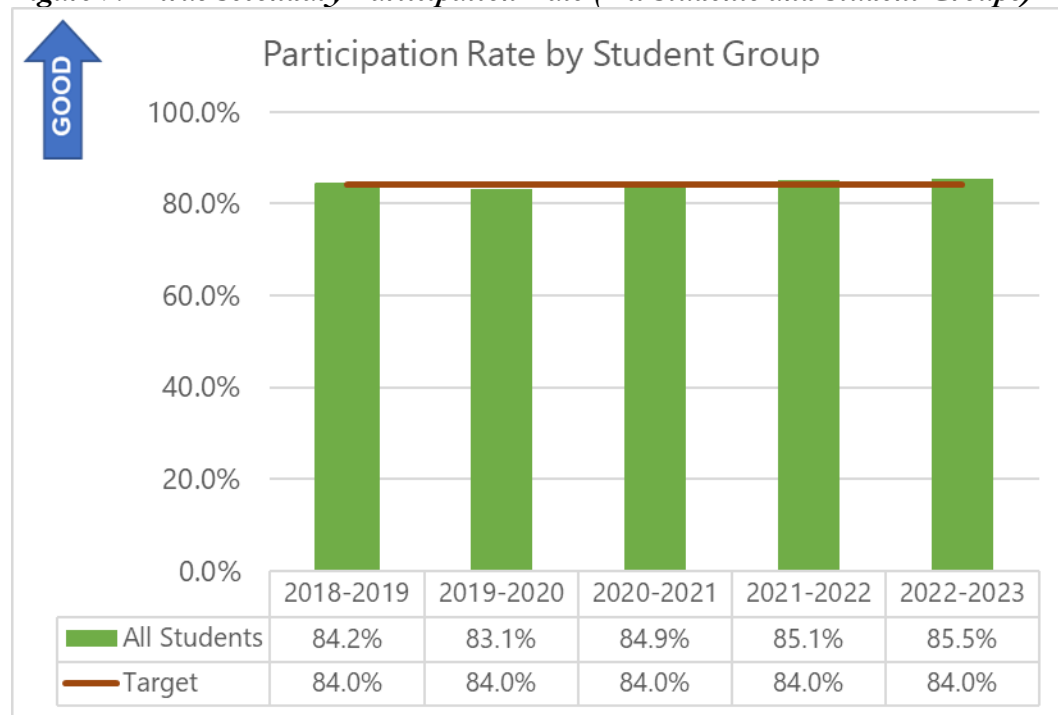
Mirus Secondary enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of High School. Despite 73% of Mirus’ students enrolling credit deficient (*one or more semesters behind*) and an average of one-to-three grade levels behind in reading and math, the Charter School has maintained a One-Year Dropout Rate below 5% each of the last five years (**Figure 8**).

The Annual Adjusted Grade 9-12 Dropout Rate (One-Year Dropout Rate) is a key measure in demonstrating positive student outcomes. Formerly the One-year Dropout Rate was reported by the CDE annually. The last CDE release of the Annual Adjusted Grade 9-12 Dropout rate was for 2016-2017. Mirus has continued to internally monitor the annual adjusted dropout rates using the same methodology and Data from CALPADS Fall 1 Submission data (**Figure 8**).

**DASS Charter School MOU Criteria #9**

<b>Academic Indicator</b>	Participation Rate
<b>The target has been</b>	PARTIALLY MET

**Figure 9. Mirus Secondary Participation Rate (All Students and Student Groups)**



Source: School Pathways Student Information System (2018-2023)

Mirus measures Participation Rates for students as an evaluation of student engagement and progress. Mirus’ internal target for participation is set as at 84% schoolwide. Over the last five years, Mirus has exceeded the 84% participation target rate for All Students 4 of 5 years (80%). **(Figure 9)**.

**DASS Charter School MOU Criteria #10**

<b>Academic Indicator</b>	Suspension Rate
<b>The target has been</b>	MET

**Figure 10. Mirus Secondary Suspension Rate**

Suspension Data					
Year	Mirus Secondary Suspension Rate	San Bernardino County DASS Rate	State DASS Rate	Target	Target Met
<b>2018-2019</b>	0.0%	5.3%	5.2%	< 1.5%	<b>Yes</b>
<b>2019-2020</b>	0.1%	COVID	COVID	< 1.5%	<b>Yes</b>
<b>2020-2021</b>	0.0%	0.2%	0.4%	< 1.5%	<b>Yes</b>
<b>2021-2022</b>	0.1%	3.5%	2.9%	< 1.5%	<b>Yes</b>
<b>2022-2023</b>	0.3%	3.8%	3.9%	< 1.5%	<b>Yes</b>

Source: California School Dashboard (2023); <https://www.caschooldashboard.org/> and CDE DataQuest (2023) <https://dq.cde.ca.gov/dataquest/>

Mirus' resource centers provide students with an innovative and engaging educational setting that differs from a traditional environment. Mirus' resource centers and instructional model allow students to focus on academics and insulate students from behavioral triggers and distractions that may occur in a larger comprehensive environment. Mirus' internal target is to maintain a Suspension rate of 1.5% or less, the cutoff for achieving a of Low Suspension rate on the California Dashboard. Over the last five years, Mirus has maintained a suspension rate at or below 0.3%, well below the target of 1.5% or lower. (**Figure 10**). These results also outperform the DASS schools Suspension rates in both San Bernardino County and across California.

**DASS Charter School MOU Criteria #11**

<b>Academic Indicator</b>	Expulsion Rate
<b>The target has been</b>	MET

**Figure 11. Mirus Secondary Expulsion Rate**

Expulsion Data					
Year	Mirus Secondary Expulsion Rate	San Bernardino County DASS Rate	DASS State	Target	Target Met
<b>2018-2019</b>	0.0%	0.2%	0.2%	< 1.0%	<b>Yes</b>
<b>2019-2020</b>	0.0%	COVID	COVID	< 1.0%	<b>Yes</b>
<b>2020-2021</b>	0.0%	0.0%	0.0%	< 1.0%	<b>Yes</b>
<b>2021-2022</b>	0.1%	0.1%	0.1%	< 1.0%	<b>Yes</b>
<b>2022-2023</b>	0.0%	0.1%	0.1%	< 1.0%	<b>Yes</b>

Source: California School Dashboard (2023); <https://www.caschooldashboard.org/> and CDE DataQuest (2023) <https://dq.cde.ca.gov/dataquest/>

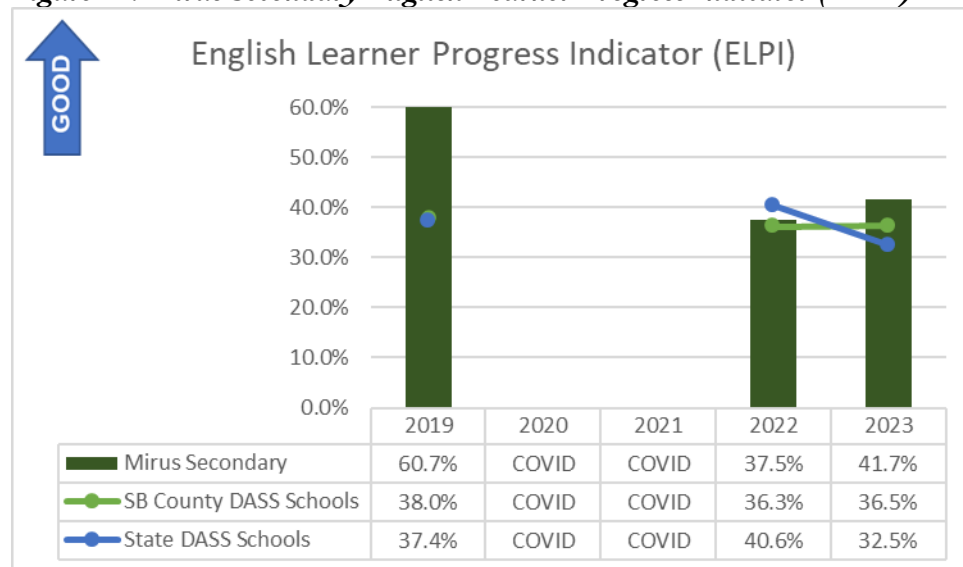
Mirus set and maintains an internal target to maintain an Expulsion Rate of 1% or less. Over the last five years, Mirus has maintained a nearly 0% expulsion rate, well below the target of 1.0% or lower. **(Figure 11)**. These results equal or better the Average DASS schools Expulsion rates in both San Bernardino County and across California.

**DASS Charter School MOU Criteria #12**

**Academic Indicator** English Learner Progress Indicator

**The target has been** MET

**Figure 12. Mirus Secondary English Learner Progress Indicator (ELPI)**



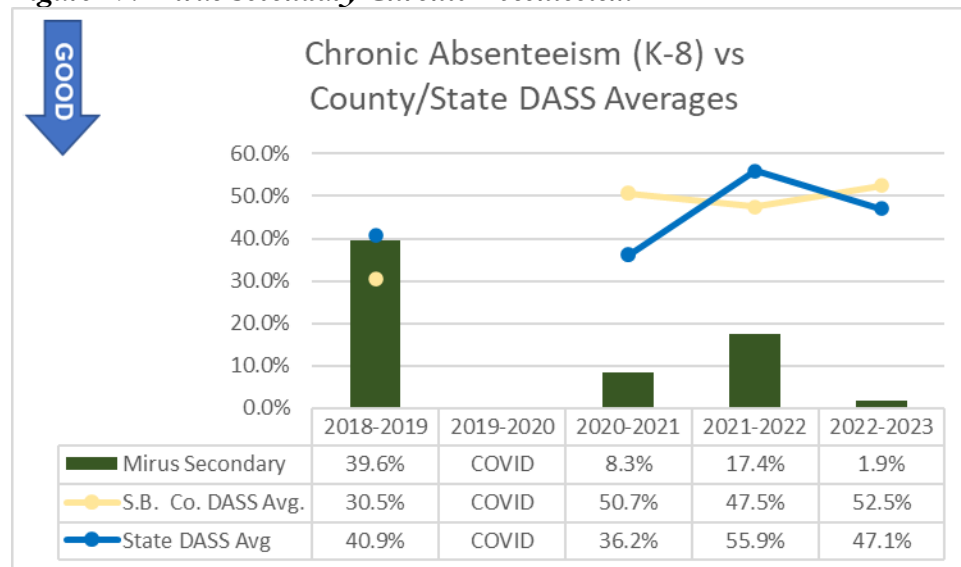
Source: California School Dashboard <https://www.caschooldashboard.org/>

The English Learner Progress Indicator (ELPI) debuted on the 2019 California Dashboard. Due to COVID, the only years with ELPI results are 2019, 2022 and 2023. The ELPI is calculated based on a student’s performance on the English Language Proficiency Assessment for California (“ELPAC”). Mirus set and maintains an internal target that the Charter School will either exceed the San Bernardino County DASS Schools average on the ELPI or the state DASS school’s average school on the ELPI. Mirus has met the ELPI target each year, exceeding both the County DASS Schools average both years and the State DASS Schools average in 2019 and 2023 (*Figure 12*).

**DASS Charter School MOU Criteria #13**

<b>Academic Indicator</b>	Chronic Absenteeism
<b>The target has been</b>	MET

**Figure 13. Mirus Secondary Chronic Absenteeism**



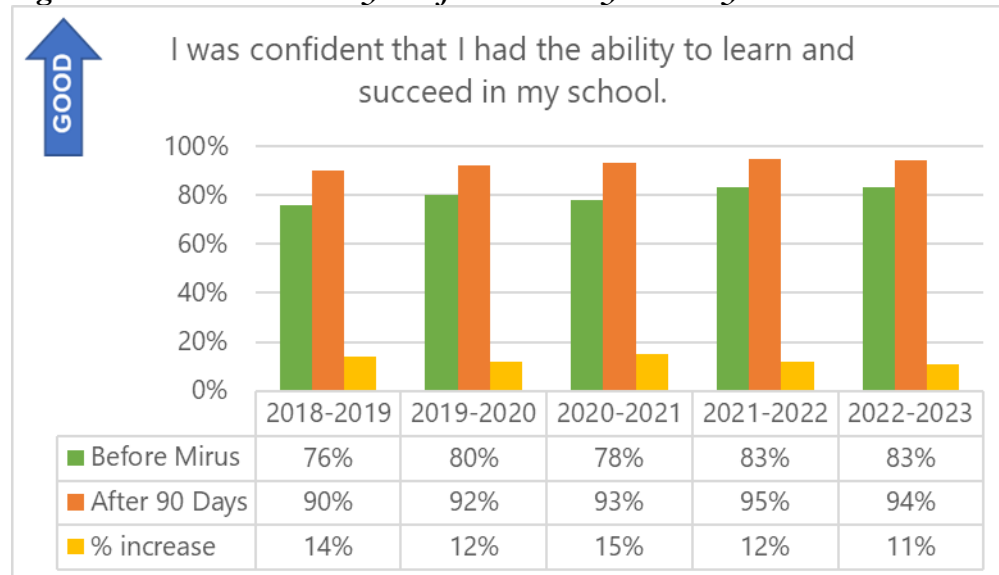
Sources: California School Dashboard (2022) <https://www.caschooldashboard.org/> and CDE DataQuest (2023) <https://dq.cde.ca.gov/dataquest/>

On the California School Dashboard, schools that serve kindergarten (K) through grade eight students receive a Chronic Absenteeism Indicator. This indicator represents the percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend. Mirus set and maintains a target to either exceed the San Bernardino County DASS Schools average or the state DASS school’s average for Chronic Absenteeism. *For most state indicators, the desired outcome is to have a high percentage of performance. However, for the Chronic Absenteeism Indicator, the desired outcome is reversed, and the goal is to achieve a low chronic absenteeism rate.* There was no Chronic Absenteeism rate in 2019-2020 due to COVID. Mirus has met the target each year, exceeded the state DASS schools averages each year and the county average for the past three years. Over this time Mirus’ Chronic Absenteeism rate has declined significantly while the County and State DASS rates have increased significantly.

**DASS Charter School MOU Criteria #14**

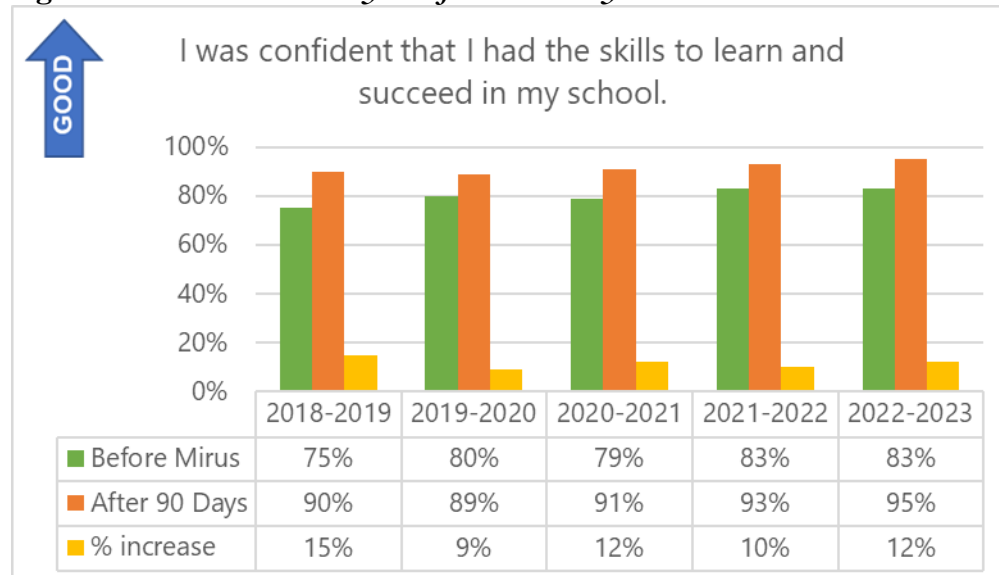
**Academic Indicator** Confidence Survey Results  
**The target has been** MET

**Figure 14.1. Mirus Secondary Confidence Survey – Ability to Learn and Succeed**



Source: Naviance (2018-2023)

**Figure 14.2. Mirus Secondary Confidence Survey – Skills to Learn and Succeed**



Source: Naviance (2018-2023)

High-risk students often lack the academic confidence needed to successfully engage in school. Mirus is committed to monitoring its effectiveness at immediately engaging high-risk students. New students at Mirus take a Confidence Survey when they first enroll to gauge their confidence levels regarding their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased to be academically successful in school. This



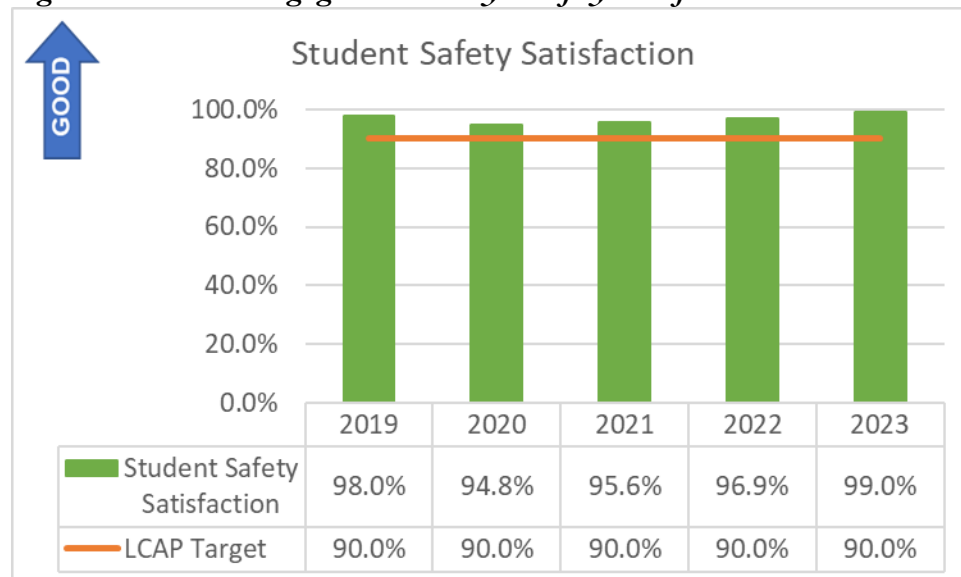
measure is used to demonstrate student engagement for new students. Mirus set and maintains a target that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at Mirus. Overall, the results in 90 days yield an average 12% increase in confidence from when students first enrolled at Mirus. On average, over the past five years more than 90% of students have reported increased confidence in their ability and skills to learn and succeed in school **(Figures 14.1-14.2)**.

**DASS Charter School MOU Criteria #15**

**Academic Indicator** Student Safety Satisfaction

**The target has been** MET

**Figure 15. Student Engagement Survey – Safety Satisfaction**



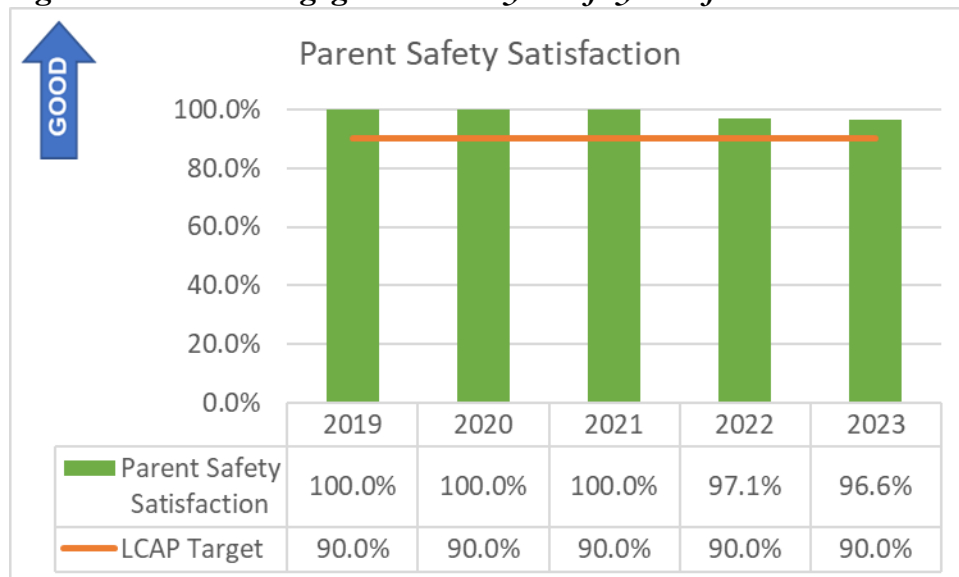
Source: Survey Monkey (2019-2023)

Mirus surveys students annually to ensure that the Charter School is meeting their needs. One of these methods is through the Student Engagement Survey. This survey is administered to provide opportunities for meaningful and actionable feedback. Being provided with a safe environment and supportive school culture is a key requirement of students. Mirus’ goal is to maintain a 90% rating from students in safety satisfaction. Overall, over the past five years from 94.8% to 99% of students reported they are learning in a safe and supportive environment at Mirus (**Figure 15**).

**DASS Charter School MOU Criteria #16**

<b>Academic Indicator</b>	Parent Safety Satisfaction
<b>The target has been</b>	MET

**Figure 16.1 Parent Engagement Survey – Safety Satisfaction**



Source: Survey Monkey (2019-2023)

Mirus surveys parents annually to ensure that the Charter School is meeting their needs. One of these methods is through the Parent Engagement Survey. This survey is administered to provide opportunities for meaningful and actionable feedback. Being provided with a safe environment and supportive school culture is a key requirement parents want for their child. Mirus’ goal is to maintain a 90% rating from parents in safety satisfaction. Overall, over the past five years from 96.6% to 100% of parents reported they feel that their child is learning in a safe and supportive environment at Mirus (Figure 16.1).

**Figure 16.2 Number of Students Served from Desert Sands Unified School District**

Number of Student Served from Desert Sands Unified School District					
School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students Served from DSUSD	101	122	127	160	151

**Figure 16.3 Number of Students Redirected to Desert Sands Unified School District**

Students Redirected to Desert Sands Unified					
School year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students Redirected to DSUSD	24	40	11	32	40

**Figure 16.4 Academic Indicator ELA (All Students) Distance from Standard**

CAASPP Dashboard Academic Indicator ELA DFS--All Students					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Mirus Secondary	-27.2	COVID	COVID	-53.9	-25.0
Summit High	-34.7	COVID	COVID	-60.7	-81.7
Amistad High	-86.9	COVID	COVID	-99.8	-144.1
Mt. San Jacinto High	-61.2	COVID	COVID	-123.7	-139.3
La Familia	-148.7	COVID	COVID	-155.1	-124.7
Riv County DASS	-90.3	COVID	COVID	-96.9	-122.6
CA Statewide DASS	-81.2	COVID	COVID	-114.7	-118.2

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

Source: California Dashboard Data Files (2023); <https://caaspp-elpac.ets.org/caaspp/>

Mirus set and maintains an internal target for the CAASPP SBA English Language Arts (ELA) assessments Distance from Standard (DFS) results on the Dashboard for students enrolled as of CBEDS to either exceed the county DASS schools Average or exceed the state DASS schools' average. Mirus calculates its results against the Riverside County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. Altus Schools Mirus received a -25.0 DFS for all students on the 2023 Dashboard Academic Indicator in ELA. Mirus' 2023 ELA DFS result on the Dashboard was over 95 pts higher than the Riverside County DASS average and over 90 pts higher than the DASS state average (**Figure 16.4**). This result also outperforms the other comparable DASS schools serving the same community, such as Summit High, Amistad High, Mt. San Jacinto High, and La Familia.

**Figure 16.5 Academic Indicator ELA (Hispanic) Distance from Standard**

Dashboard Academic Indicator ELA DFS--Hispanic					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Mirus Secondary	-27.1	COVID	COVID	-42.1	-28.0
Summit High	-42.2	COVID	COVID	-69.2	-92.2
Amistad High	-88.8	COVID	COVID	-95.4	-139.6
Mt. San Jacinto High	-70.3	COVID	COVID	-116.9	-129.9
La Familia	-147.7	COVID	COVID	-141.0	-123.5
Riv County DASS	-98.5	COVID	COVID	-112.4	-123.2
CA Statewide DASS	-90.9	COVID	COVID	-118.2	-119.8

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

Source: California Dashboard Data Files (2023); <https://caaspp-elpac.ets.org/caaspp/>

**Figure 16.6 Academic Indicator ELA (Socioeconomically Disadvantaged) Distance from Standard**

<b>Dashboard Academic Indicator ELA DFS--Socioeconomically Disadvantaged</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Mirus Secondary	-46.5	COVID	COVID	-61.2	-32.1
Summit High	-39.9	COVID	COVID	-71.9	-96.8
Amistad High	-87.1	COVID	COVID	-100.8	-145.3
Mt. San Jacinto High	-62	COVID	COVID	-123.7	-139.9
La Familia	-151.4	COVID	COVID	-150.8	-117.5
Riv County DASS	-96	COVID	COVID	-112.6	-128.2
CA Statewide DASS	-91.5	COVID	COVID	-123.1	-126.2

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

Source: California Dashboard Data Files (2023); <https://caaspp-elpac.ets.org/caaspp/>

Mirus monitors the performance of significant subgroups CAASPP Academic Indicator DFS results and benchmarks against the Riverside County DASS averages. Each year Mirus' ELA DFS for Hispanic Students has remained over 70 pts higher than the DASS county or state averages. For Socioeconomically Disadvantaged students Mirus' ELA DFS has ranged from 49.5 to over 90 plus pts higher than the county or state DASS averages (**Figures 16.5-16.6**). Mirus' results also outperform the other comparable DASS schools serving the same community with rare exceptions.

**Figure 16.7 Academic Indicator Math (All Students) Distance from Standard**

<b>CAASPP Dashboard Academic Indicator Math DFS--All Students</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Mirus Secondary	-133.2	COVID	COVID	-122.6	-135.9
Summit High	-163.1	COVID	COVID	-172.1	-152.8
Amistad High	-205.4	COVID	COVID	-193.4	-231.9
Mt. San Jacinto High	-187.2	COVID	COVID	-158.6	-192.2
La Familia	-209	COVID	COVID	-245.8	-214.8
Riv County DASS	-185.6	COVID	COVID	-156.6	-197.2
CA Statewide DASS	-162.7	COVID	COVID	-164.6	-192.8

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

Source: California Dashboard Data Files (2022); <https://caaspp-elpac.ets.org/caaspp/>

Mirus Secondary set and maintains an internal target for the CAASPP SBA Mathematics assessments Distance from Standard (DFS) results on the Dashboard for students enrolled as of CBEDS to either exceed the county DASS schools Average or exceed the state DASS schools' average. Mirus calculates its results against the San Bernardino County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. Mirus received a -135.9 DFS for all students on the 2023 Dashboard Academic Indicator in Mathematics. Mirus' Math DFS result on the 2023 Dashboard was more than

60 pts higher than the Riverside County DASS average and almost 55 pts higher than the statewide DASS average (**Figure 16.7**). This result also outperforms the other comparable DASS schools serving the same community as Mirus.

**Figure 16.8 Academic Indicator Math (Hispanic) Distance from Standard**

Dashboard Academic Indicator Math DFS--Hispanic					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Mirus Secondary	-122.4	COVID	COVID	-121.1	-128.3
Summit High	-169.9	COVID	COVID	-179.8	-149.2
Amistad High	-205.1	COVID	COVID	-191.8	-231.5
Mt. San Jacinto High	-201.8	COVID	COVID	-153.6	-183.3
La Familia	-203.9	COVID	COVID	-245.7	-215.7
Riv County DASS	-193.2	COVID	COVID	-175.5	-196.6
CA Statewide DASS	-172.5	COVID	COVID	-170.9	-194.1

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID).  
Source: California Dashboard Data Files (2022); <https://caaspp-elpac.ets.org/caaspp/>

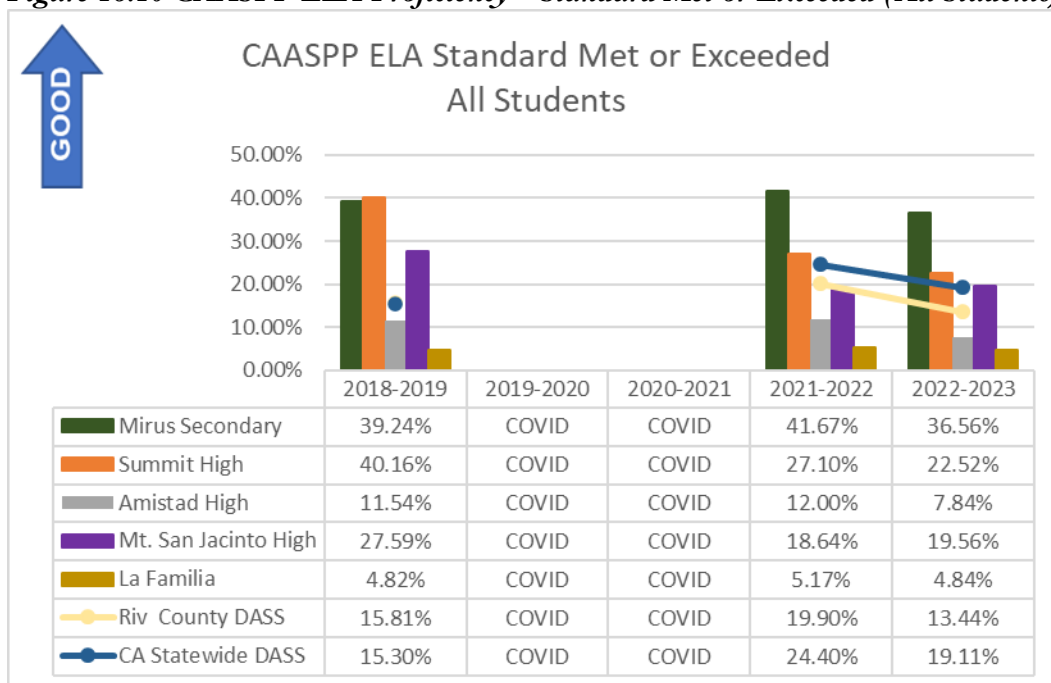
**Figure 16.9 Academic Indicator Math (Socioeconomically Disadvantaged) Distance from Standard**

Dashboard Academic Indicator Math DFS--Socioeconomically Disadvantaged					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Mirus Secondary	-151.8	COVID	COVID	-148.4	-136.6
Summit High	-168.4	COVID	COVID	-178.8	-161.1
Amistad High	-206.4	COVID	COVID	-195.5	-233.7
Mt. San Jacinto High	-146.3	COVID	COVID	-158.6	-191.1
La Familia	-164.1	COVID	COVID	-247.8	-217.8
Riv County DASS	-191	COVID	COVID	-173.1	-203.3
CA Statewide DASS	-174.1	COVID	COVID	-173.5	-198.9

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID).  
Source: California Dashboard Data Files (2022); <https://caaspp-elpac.ets.org/caaspp/>

Each year Mirus' Math DFS for Hispanic Students has remained at least 49 pts to 70 pts higher than the DASS county or state averages. For Socioeconomically Disadvantaged students Mirus' Math DFS has ranged at least 24 pts to 66 pts higher than the DASS county or state averages. (**Figures 16.8-16.9**). Mirus' Math results also outperform the other comparable DASS schools serving the same community for Hispanic students and for SED students with rare exception.

**Figure 16.10 CAASPP ELA Proficiency – Standard Met or Exceeded (All Students)**

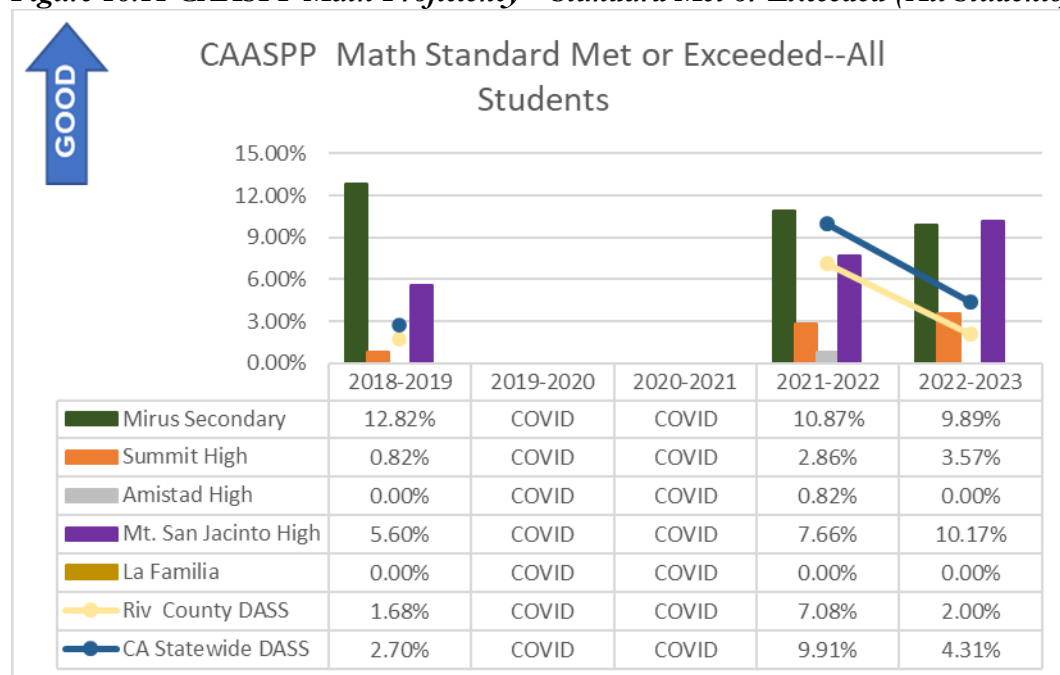


Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. Mirus set and maintains an internal target addressing results on the CAASPP SBA ELA assessments proficiency results in English Language Arts (ELA) that students enrolled as of the first day of the school CAASPP window will either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS schools’ average proficiency in ELA. Mirus calculates its results for all students and subgroups against the Riverside County and statewide DASS school’s average proficiency rates utilizing the CDE’s CAASPP Research files and the CAASPP Results website.

For each of the three years with school and county/state data (*unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021—very limited state testing*) Mirus exceeded both the Riverside County and statewide DASS averages in ELA proficiency by more than 17% for CAASPP ELA Standard Met (**Figure 16.10**).

**Figure 16.11 CAASPP Math Proficiency – Standard Met or Exceeded (All Students)**



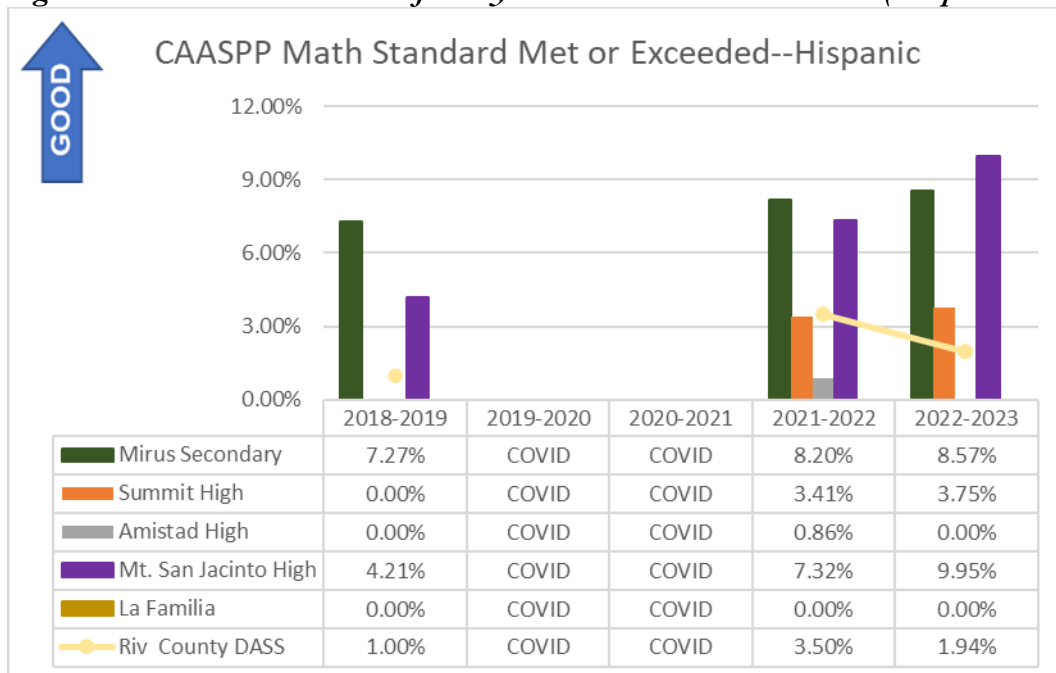
Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. In 2023, the Riverside County DASS schools’ average proficiency rate for Mathematics was 2.0% and statewide the rate was 4.31%. Mirus’ Math Proficiency rate in 2023 was more than twice as high as both the Riverside County DASS schools average and the Statewide DASS schools average in CAASPP Math proficiency.

Mirus set and maintains an internal target addressing results on the CAASPP SBA Mathematics assessments proficiency results for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS schools’ average proficiency in Math. For each of the three years with school and county/state data (*unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021—very limited state testing*) Mirus exceeded both the Riverside County and statewide DASS averages in Math proficiency % for CAASPP Math Standard Met (**Figure 16.11**).

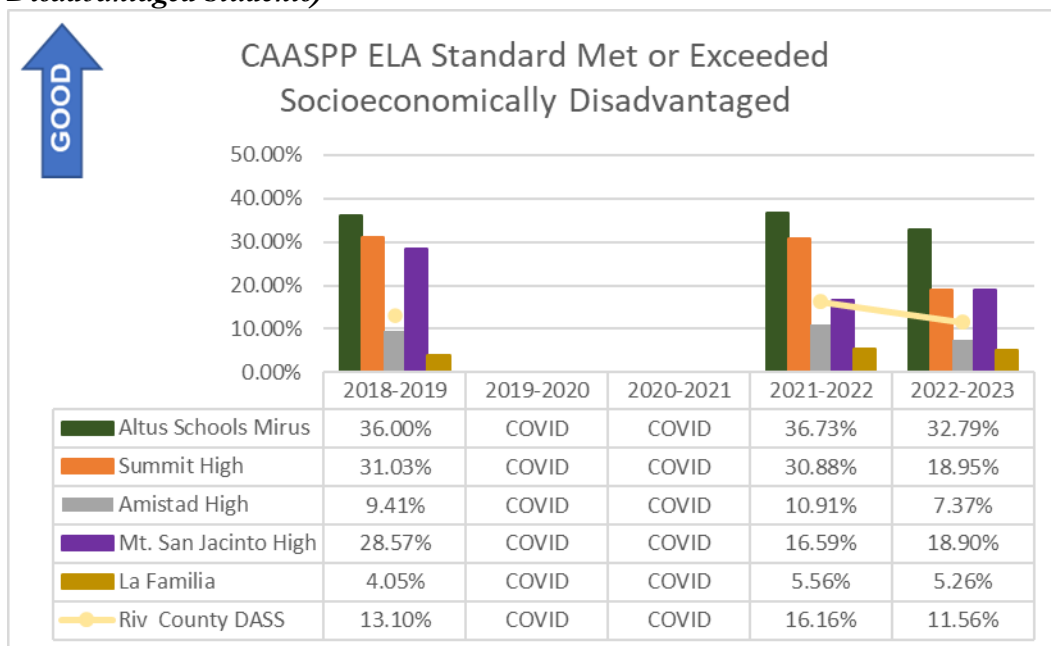


Figure 16.12 CAASPP ELA Proficiency – Standard Met or Exceeded (Hispanic Students)



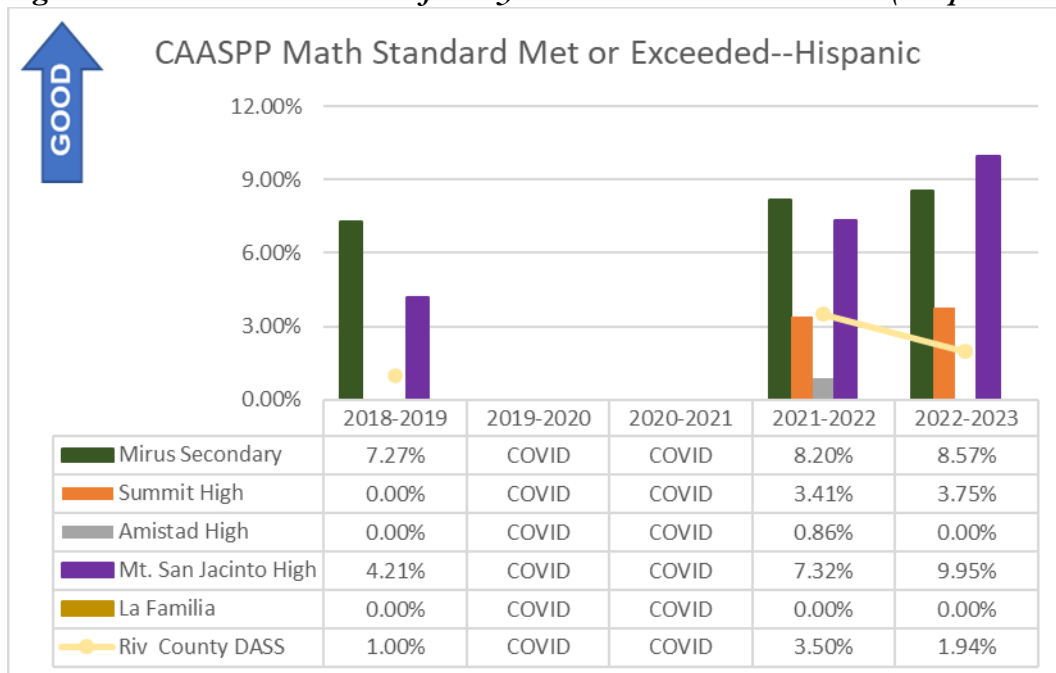
Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

Figure 16.13 CAASPP ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)



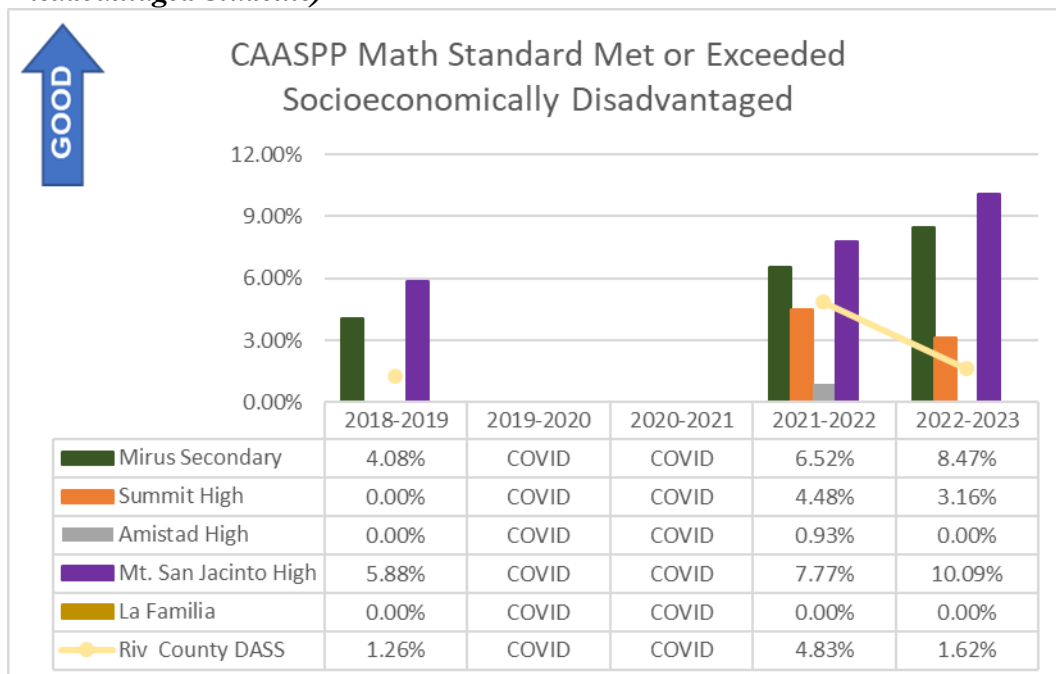
Source: CDE CAASPP Results (2021-2022); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

**Figure 16.14 CAASPP Math Proficiency – Standard Met or Exceeded (Hispanic Students)**



Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

**Figure 16.14 CAASPP Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)**



Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

## Element A: Educational Program

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**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).*

*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).*

*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).*

## MISSION AND VISION, AND PROGRAM OBJECTIVES

### Mission Statement

Altus Schools Coachella Valley (“ASCV”, “Charter School”) will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

### Vision Statement

The educational community known as Altus Schools Coachella Valley is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

Altus Schools Coachella Valley is dedicated to the creation of instructional, service, organizational, and governance models which can serve as prototypes for educational reform.

Altus Schools Coachella Valley is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the Palm Desert community-at-large.

## Strategic Objectives

To respond to its stakeholders' requirements and to ensure the organization's long-term sustainability, Altus Schools Coachella Valley will:

- Provide a personalized and rigorous academic experience for its students
- Hire, develop and maintain a well-qualified faculty and staff
- Provide a supportive and safe environment
- Be a role model for reform

## Program Objectives

Altus Schools Coachella Valley will achieve these program objectives:

- A. Improve student learning
- B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
- C. Encourage the use of different and innovative teaching methods
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the Charter School
- E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- F. Hold the Charter School accountable for meeting measurable student outcomes and provide the Charter School with a method to employ a performance-based accountability system instead of a rule-based system
- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

## OVERVIEW OF EDUCATIONAL PROGRAM

The primary purpose of ASCV's instructional design centers on the need to motivate and inspire students who are academically high-risk or in need of a non-traditional academic environment. The Charter School's efforts will focus on helping students to become re-engaged in an instructional

setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, General Equivalency Diploma (“GED”), High School Equivalency Test (“HiSET”), or California Proficiency Program (“CPP”).

As an intervention program, the Charter School will be challenged by environmental expectations that are generally applied to comprehensive school sites. ASCV holds its Vision and Mission as an over-arching mandate to put students first by implementing their personalized educational plan. The Charter School’s leadership will continually communicate this important commitment.

ASCV will provide an instructional program for students in grades 7-12 through a non-classroom-based program, utilizing an independent study instructional model. The Charter School will be open to all students and will enroll students throughout the year.

Students will study the core curriculum while earning credits toward their course of study. At the time of enrollment, professionals review student reading, writing, math skills, and school records to determine appropriate placement at the Charter School. Students may also receive a personal education plan that can include one-on-one tutoring, small group tutoring, online course options, field trips, supervised study, and assistance accessing community and government agency services.

ASCV intends to seek accreditation by the Western Association of Schools and Colleges (“WASC”). The Charter School will issue its own diplomas based on a course of study consistent with California State Standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and any other applicable state content standards (hereinafter, collectively “State Standards”), and requirements for graduation. The Charter School will seek approval of courses for a-g eligibility by the University of California (“UC”) and the National Collegiate Athletic Association (“NCAA”). The Altus Schools Coachella Valley Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. The Charter School affirms that college-bound students wishing to attend California colleges and universities will have the opportunity to take a-g courses.

ASCV intends to seek California Department of Education’s Dashboard Alternative School Status (“DASS”) based on the projected enrollment for the Charter School.

## EDUCATIONAL METHODS

ASCV is a non-classroom-based program, that primarily uses an independent study instructional model using online course offerings. However, students are also able to engage in a blended learning environment, where they utilize both traditional independent study and online learning opportunities.

ASCV is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. ASCV offers students an alternative to the traditional school setting. Credentialed teachers actively engage with and support students along the way, providing enrichment and one-on-one tutoring as needed. Each teacher maintains a roster of no more than 40 students, allowing for individualization of course planning and student-centered instructional strategies. Resource Centers provide a safe and supportive environment that is focused on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs.

To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, *Altus Schools Coachella Valley students engage in a university model in which they are assigned only one or two courses per learning period. Students are expected to spend a minimum of thirty hours per week engaged in their coursework and **complete one course each month.***

Students have the option to select from expert teacher created textbook-based curriculum, online Edgenuity courses, or a blended program, depending on the student's needs and learning style. Students engage virtually with their teacher throughout the week (video conferencing, shared online tools/documents, telephonic communication) and attend appointments in-person at the Resource Center on average twice per week for additional support. This additional support may include one-on-one tutoring with the teacher, strategic small group instructional tutoring sessions based on students' skill level or standard mastery, writing conferences, presentations, guest speakers, field trips, literacy circles, work with a 3D printer or virtual reality headset, special education support services, and/or feedback on the assignments previously submitted. The student's Pathways Personalized Education Plan drives each student's academic goals and course planning while promoting real-time adjustments to curriculum and instructional strategies based on data results. The PPEP is a dynamic process that is constantly refined and updated to best meet each student's individual needs.

## EDUCATIONAL VISION

ASCV's vision is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture; can use mathematics and scientific methods to solve daily problems and contribute to society; and develop positive values.

Altus Schools Coachella Valley's philosophy:

- Innovate: Seek change leading to positive outcomes
- Maintain a professional staff complement
- Encourage and promote academic competency
- Model and support teamwork and cooperation
- Provide student-based education tailored to the specific and unique needs of each student
- Be accountable for outcomes

- Provide on-going professional development
- Forge partnerships with parents and community organizations

To achieve ASCV's overarching objectives, it will:

- Promote students' leadership experiences and skill building opportunities.
- Increase awareness/scope of career options, including non-traditional careers.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, fieldtrips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.

Students at Altus Schools Coachella Valley will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. The Charter School will promote curiosity, integrity, social responsibility, and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students, when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards, and sanctions are clear-cut, when teachers engage their students in learning activity rather than lecture them, and when teachers see all their students as capable of high achievement and expect it of them. The Charter School will incorporate these maxims into its daily operations. In short, the Charter School will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

Altus Schools Coachella Valley is committed to developing curriculum that is rigorous, relevant, and aligned to the State Standards. Curriculum is designed to foster career and college readiness skill development and citizenship in a global society.

A summary of Altus Schools Coachella Valley's curriculum is provided below. See **Appendix GG and HH** for the sample scope and sequence of select grade levels.

Altus Schools Coachella Valley's curriculum departments will be led by well-qualified teachers and will be guided and directed by the Dean of Academic Affairs and Altus Studies. The Charter School will use state adopted texts and other materials aligned to the State Standards. Textbooks will be specifically selected utilizing criteria developed from stakeholder input. Teachers will use a variety of research-based instructional practices to teach diverse student populations, including technology-based learning. ASCV students will have the opportunity to take online courses and engage in blended (independent study/online) learning opportunities. As ASCV will offer independent study opportunities for students through online learning, the Charter School will

encourage its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance learning opportunities for all students.

Altus Schools Coachella Valley students will demonstrate progress by producing daily work, which will reflect learning consistent with the State Standards, engaging in formative assessments that guide instructional practices, successfully passing end of course exams, meeting growth targets set by NWEA’s Measures of Academic Progress (“MAP”) semester assessments, and achieving proficient results on state assessments and other summative assessments as developed by the teacher and/or the school.

As a result of the Altus Schools Coachella Valley educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

### **Read and Write**

- Identify and comprehend the main and subordinate ideas, details and facts in written work, and summarize the ideas in their own words.
- Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
- Identify, comprehend, and infer comparisons, contrasts, sequences, and conclusions in written work.
- Select, organize, relate ideas, and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

### **Compute**

- Add, subtract, multiply, divide, using whole numbers, decimals, fractions, and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers, and roots.
- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.
- Formulate and solve problems.

### **Speak, Question, and Listen**



- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary, and nonverbal communications.

### **Problem-Solve**

- Recognize and apply inductive and deductive reasoning to real-world situations.
- Recognize fallacies and examine arguments from various points of view.
- Formulate and test predictions based on relevant data.
- Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.

### **Work Independently and in Teams**

- Perform measured tasks which require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.
- Perform tasks which require independent initiative and measurement.

### **Achieve Digital Literacy**

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud, Axis, etc.).
- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision making.

### **Manage Time**

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.
- Follow a schedule that accounts for both long and short-term project accomplishment.

### **Accept Personal Responsibility**

- In accomplishing a task, accurately identify those forces which are within one's control and those which are not; understand the varying degrees between the two.
- Enumerate several alternative paths to achieve the same desired result.
- Describe with accuracy individual participation in a group event or assignment.
- Engage in meaningful service to the local community.

### Stay Healthy

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

### Comfortably Relate with Others

- Resolve disputes through appropriate means without resorting to violence.
- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.
- Practice tolerance and not discriminate on the bases of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation, or disability of others.

## TARGET STUDENT POPULATION

Altus Schools Coachella Valley welcomes all students who wish to attend the Charter School. The Charter School intends to serve students in grades 7 – 12 as depicted in the table below.

*Figure 1. Projected Total Enrollment*

Enrollment Projections at P2 ADA reporting					
Description	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Grades 7-8	18	18	19	19	19
Grades 9-12	167	172	176	181	186
<b>Total Projected Enrollment at P2 ADA reporting</b>	<b>185</b>	<b>190</b>	<b>195</b>	<b>200</b>	<b>205</b>

The Charter School is seeking to provide an educational option to students and parents in the community who are disengaged and are seeking an academic intervention or a personalized educational environment. Altus Schools Coachella Valley seeks to create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of the Charter School offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students shall be redirected to an appropriate instructional setting or successfully graduate from the Charter School.

Altus Schools Coachella Valley intends to serve students coming to the Charter School who are initially identified from referrals by the District’s middle and high school counselors. The Charter School will be able to meet the needs of all students (e.g., English Learners, students with disabilities, or GATE) through a personalized education plan. This plan includes formative and summative testing data, which may include, but is not limited to, the California Assessment of Student Performance and Progress (“CAASPP”), the California Alternate Assessments (“CAAs”), English Language Proficiency Assessments for California (“ELPAC”), Northwest Education Association’s (“NWEA”) Measures of Academic Progress (“MAP”) pre/post local assessments, PSAT, SAT, ACT, Advanced Placement (“AP”) assessments, end-of-course exams, unit exams or learning checks, Naviance career and learning styles assessments, portfolios, and exhibitions. This data will help to establish each student’s needs. Based on each student’s needs, and in collaboration with the parent(s)/guardian(s), student, and teacher(s), a set of instructional goals will be developed. These goals will be achieved through a variety of strategies including: one-on-one tutoring, small group tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

The District has a broad and diverse student population. Significant outreach efforts will be made to ensure that the student body of Altus Schools Coachella Valley reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. The Charter School’s outreach efforts are further described in **Element G** of this charter petition.

**Figure 2. Desert Sands Unified School District Demographics 2023-2024\***

<b>Desert Sands USD Demographics 2023-2024</b>		
<b>Ethnicity</b>	<b>Total</b>	<b>Percentage</b>
African American	356	1.4%
American Indian or Alaska Native	85	0.3%
Asian	561	2.2%
Filipino	185	0.7%
Hispanic or Latino	19,612	75.7%
Pacific Islander	27	0.1%
White	3,949	15.2%
Two or More Races	531	2.1%
Not Reported	592	2.3%
<b>Other Student Groups</b>		
Socioeconomically Disadvantaged	5,114	76.4%
Students with Disabilities	3,184	12.3%
English Learners	4,914	19.7%
Foster Youth	162	0.6%
Homeless Youth	356	1.4%
Migrant Education	142	0.5%

Source: CDE DataQuest, 2023-24, accessed May 17, 2024.

## COMMUNITY INTEREST

Over the last seven years, there has been a continued interest from the Desert Sands community in attending Mirus's Palm Desert Resource Center. [see Appendix AE] The number of students served from Desert Sands Unified School District each year is displayed in **Figure 3**. Mirus has served nearly 900 students from DSUSD from 2017-2018 through 2023-2024. Since 2017 more than 190 students have been redirected into DSUSD schools from the Mirus's Palm Desert Resource Center. Altus Schools Coachella Valley intends to maintain its projected enrollment to be at levels no higher than what the Resource Center has historically served over the last seven years. (*Figure 1*)

During this period, Mirus' Palm Desert RC has served students from Palm Desert (220), Cathedral City (198), Indio (111), La Quinta (79), Desert Hot Springs (46), Rancho Mirage (36), Palm Springs (34), Thousand Palms (32), Coachella (24), Bermuda Dunes (22), Indian Wells (11), and Thermal (10).

*Figure 3: Number of Students Served from Desert Sands Unified School District (DSUSD)*

Number of Student Served from Desert Sands Unified School District							
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*
Students Served from DSUSD	92	101	122	127	160	151	146
*YTD as of 03/18/2024							
Students Redirected to Desert Sands Unified							
School year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*
Students Redirected to DSUSD	31	24	40	11	32	40	15
*YTD as of 03/18/2024							
Number of Student Served Annually from the Mirus Palm Desert Resource Center							
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*
Students Served All Districts	162	201	253	274	274	245	258

Local Communities Served	Number of Students Served by Mirus Secondary Palm Desert RC from 2017-18 to May 2024
Palm Desert	220
Cathedral City	198
Indio	111
La Quinta	79
Desert Hot Springs	46
Rancho Mirage	36
Palm Springs	34
Thousand Palms	32
Coachella	24
Bermuda Dunes	22
Indian Wells	11
Thermal	10
Other	67

Mirus’s student demographics at the Palm Desert Resource Center also mirrors that of DSUSD, including similar significant student groups (Hispanic or Latino students and socioeconomically disadvantaged students) (*Figure 3*). ASCV shall compare its results on academic achievement data against DASS charter and non-charter schools authorized by Desert Sands Unified School District and Riverside County Board of Education (“RCBOE”) serving similar student populations. These schools include:

- Leadership Military Academy (“LMA”)
- Come Back Kids (“CBK”)
- Gateway College and Career Academy (“GCCA”)
- Audeo Valley Charter School
- Summit High (DSUSD)
- Amistad High (DSUSD)

Altus Schools Coachella Valley will differ from the alternative settings above due to its unique instructional model and innovative, safe and non-traditional academic environment. Based on its overall academic achievement and engagement outcomes for all students and significant student groups (Hispanic or Latino and socioeconomically disadvantaged students), Mirus demonstrates it is a high-performing DASS school across the state and in Riverside County (*Figures 4-16.11*). Mirus also outperforms the DASS schools above in DSUSD and authorized by RCBOE on several academic achievement and engagement indicators (*Figures 4-16*). These outcomes demonstrate the continued need for a high-performing, quality option within the Desert Sands community.

### Smarter Balanced Assessment Results

#### Academic Indicator – Smarter Balanced Assessments ELA Distance From Standard

In terms of the Dashboard Academic Indicators for ELA, Mirus outperforms several DASS schools in DSUSD and DASS schools authorized by Riverside County Board of Education for all students and significant student groups (Hispanic and Socioeconomically Disadvantaged). In addition, Mirus far exceeds the Riverside County and state DASS schools' averages in ELA for all students and significant student groups (*Figures 4-5*).

*Figure 4. Academic Indicator ELA (All Students) Distance from Standard*

<b>CAASPP Dashboard Academic Indicator ELA DFS--All Students</b>					
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Mirus Secondary	-27.2	COVID	COVID	-53.9	-25.0
Summit High	-34.7	COVID	COVID	-60.7	-81.7
Amistad High	-86.9	COVID	COVID	-99.8	-144.1
Mt. San Jacinto High	-61.2	COVID	COVID	-123.7	-139.3
La Familia	-148.7	COVID	COVID	-155.1	-124.7
Riv County DASS	-90.3	COVID	COVID	-96.9	-122.6
CA Statewide DASS	-81.2	COVID	COVID	-114.7	-118.2

Source: California Dashboard Data Files (2023); <https://www3.cde.ca.gov/researchfiles/cadashboard/eladownload2023.xlsx>

*Figure 5. Academic Indicator ELA (SEDA) Distance from Standard*

<b>Dashboard Indicator - ELA Socioeconomically Disadvantaged</b>					
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Mirus Secondary	-17.9	-45.8	Data Not Available	Data Not Available	-61
LMA	-88.8	-55.4	Data Not Available	Data Not Available	-68.4
CBK	-88.0	-120.0	Data Not Available	Data Not Available	-102.1
GCCA	-113.9	-62.8	Data Not Available	Data Not Available	-153.7
<b>Riverside County</b>			n/a		
<b>State</b>			n/a		

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

Academic Indicator – Smarter Balanced Assessments Mathematics Distance From Standard

In terms of the Dashboard Academic Indicator for Math, Mirus outperforms several DASS schools in DSUSD and DASS schools authorized by Riverside County Office of Education for all students and significant student groups (Hispanic and Socioeconomically Disadvantaged) (*Figures 6-8*).

In addition, Mirus far exceeds the Riverside County and state averages for DASS schools in Mathematics for all students and significant student groups.

**Figure 6. Academic Indicator Math (All Students) Distance from Standard**

<b>Dashboard Indicator - Math</b>					
<b>All Students</b>					
<b>School</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Mirus Secondary	-74.5	-133.2	Data Not Available	Data Not Available	-122.6
LMA	-194	-160.6	Data Not Available	Data Not Available	-153.0
CBK	-196.8	-218.5	Data Not Available	Data Not Available	-211.1
GCCA	-172.4	-194.4	Data Not Available	Data Not Available	-181.4
Riverside County					
State					

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

**Figure 7. Academic Indicator Math (Hispanic) Distance from Standard**

<b>Dashboard Indicator - Math</b>					
<b>Hispanic</b>					
<b>School</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Mirus Secondary	-79.0	-133.6	Data Not Available	Data Not Available	-115.4
LMA	-204.4	-179.1	Data Not Available	Data Not Available	-144.0
CBK	-209.3	-226.7	Data Not Available	Data Not Available	-216.6
GCCA	n/a	-184.0	Data Not Available	Data Not Available	-190.6
Riverside County					
State					

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

**Figure 8. Academic Indicator Math (SEDA) Distance from Standard**

<b>Dashboard Indicator - Math Socioeconomically Disadvantaged</b>					
<b>School</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Mirus Secondary	-105.4	-156.8	Data Not Available	Data Not Available	-147.2
LMA	-195.9	-154.1	Data Not Available	Data Not Available	-143.5
CBK	-195.8	-247.5	Data Not Available	Data Not Available	-208.5
GCCA	-176.2	-212.2	Data Not Available	Data Not Available	-186.5
Riverside County					
State					

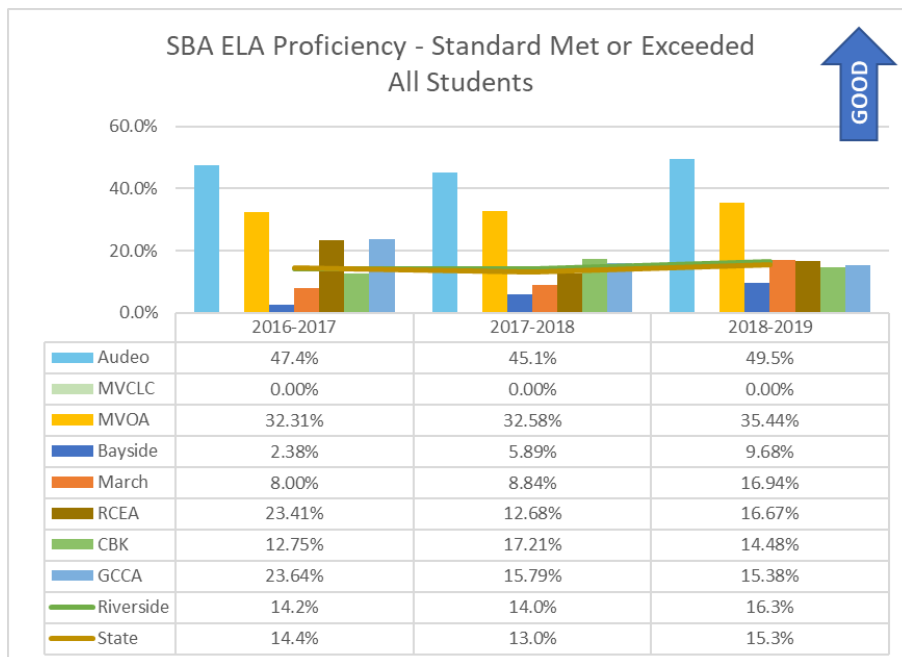
Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

#### Smarter Balanced Assessments ELA Proficiency Rate

Mirus Secondary outperforms DASS schools in DSUSD and DASS schools authorized by RCBOE in ELA proficiency rates schoolwide and for significant student groups (**Figures 9-11**). Mirus far exceeds the Riverside County DASS schools and state average in ELA proficiency for all students (**Figure 9**).

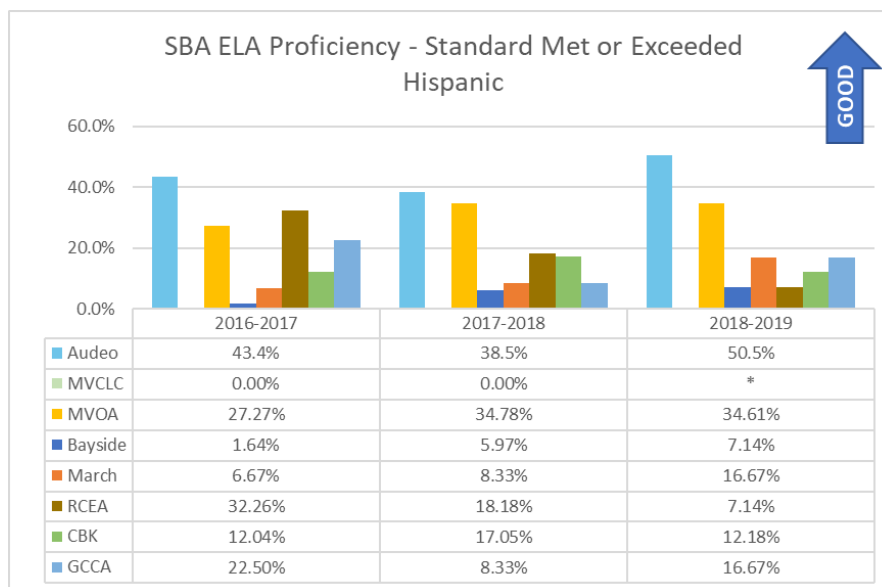
**Figure 9. SBA ELA Proficiency – Standard Met or Exceeded (All Students)**





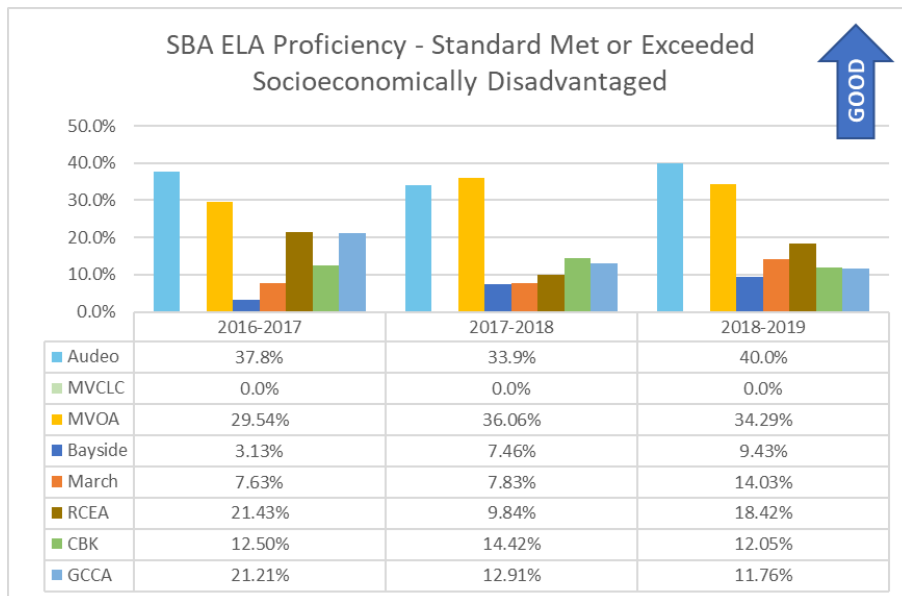
Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

Figure 10. SBA ELA Proficiency – Standard Met or Exceeded (Hispanic Students)



Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

Figure 11. SBA ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged)

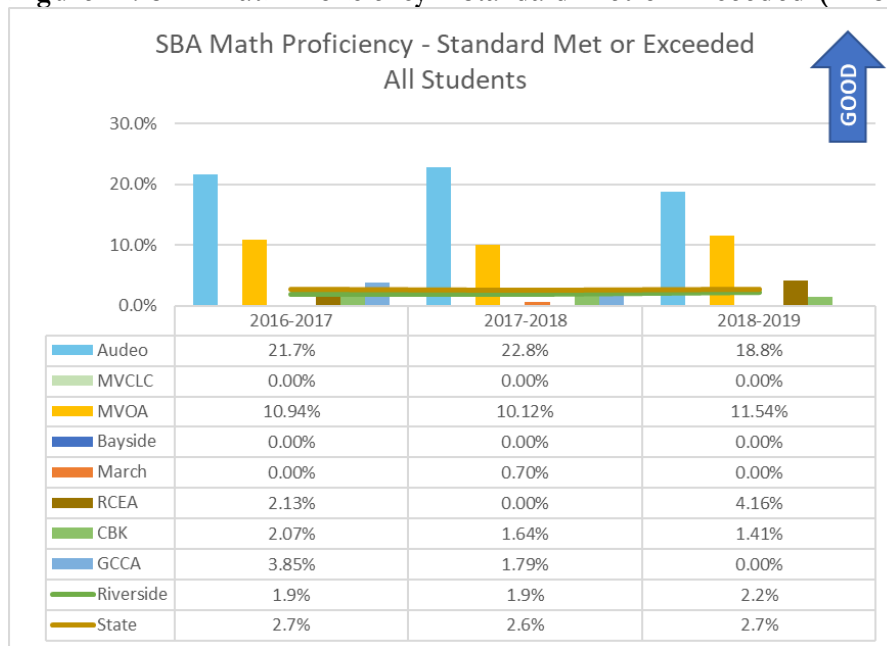


Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

Smarter Balanced Assessments Math Proficiency Rate

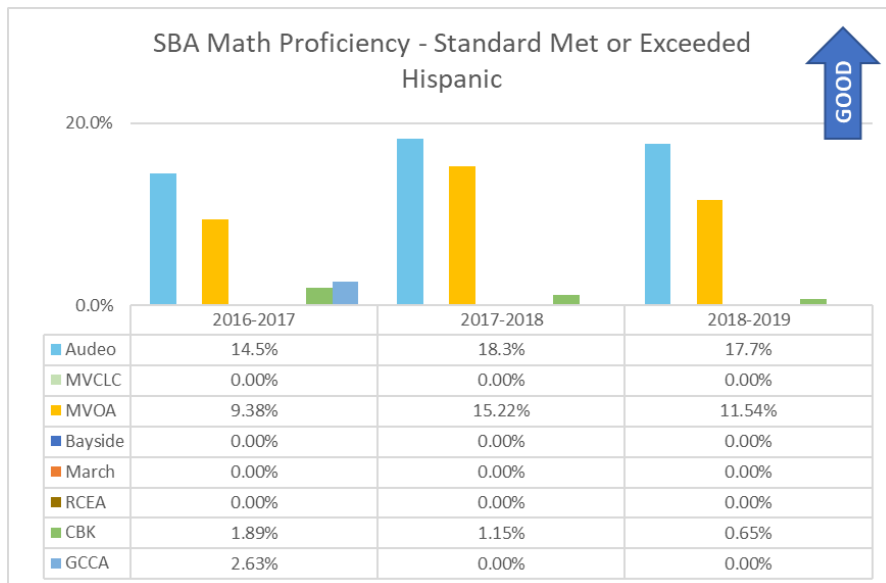
Mirus outperforms DASS schools in DSUSD and Riverside County in Math proficiency rates schoolwide and for significant student groups (**Figures 12-14**). Mirus far exceeds the Riverside County DASS schools and state average in Math proficiency for all students (**Figure 12**).

**Figure 12. SBA Math Proficiency – Standard Met or Exceeded (All Students)**



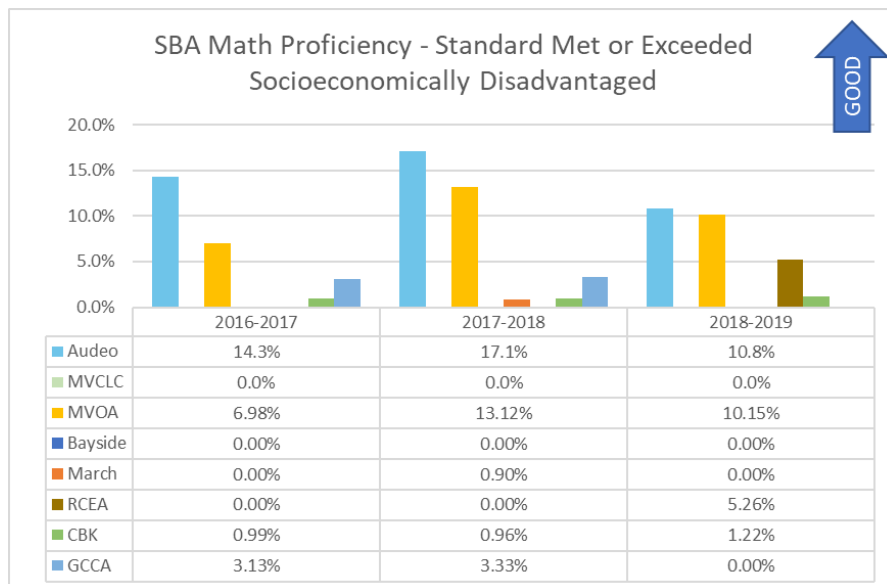
Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

**Figure 13. SBA Math Proficiency – Standard Met or Exceeded (Hispanic Students)**



Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

**Figure 14. SBA Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)**

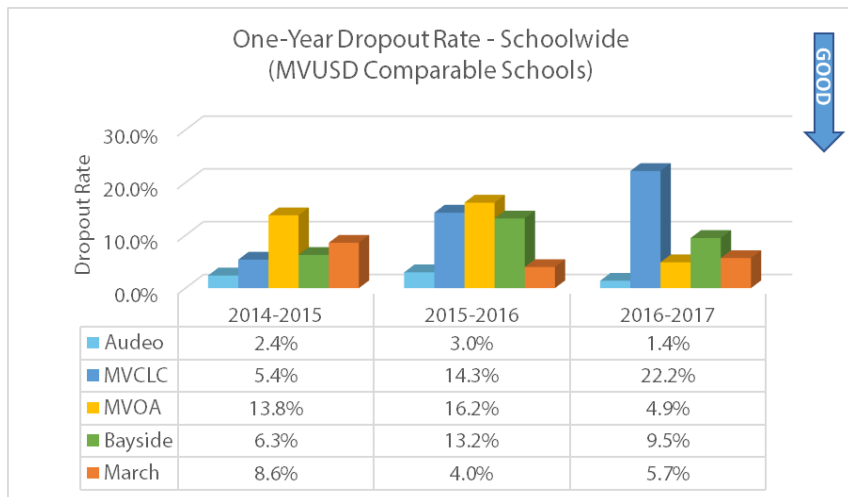


Source: CDE CAASPP Results (2018-2019); <https://caaspp-elpac.cde.ca.gov/caaspp/>.

### One-Year Dropout Rate

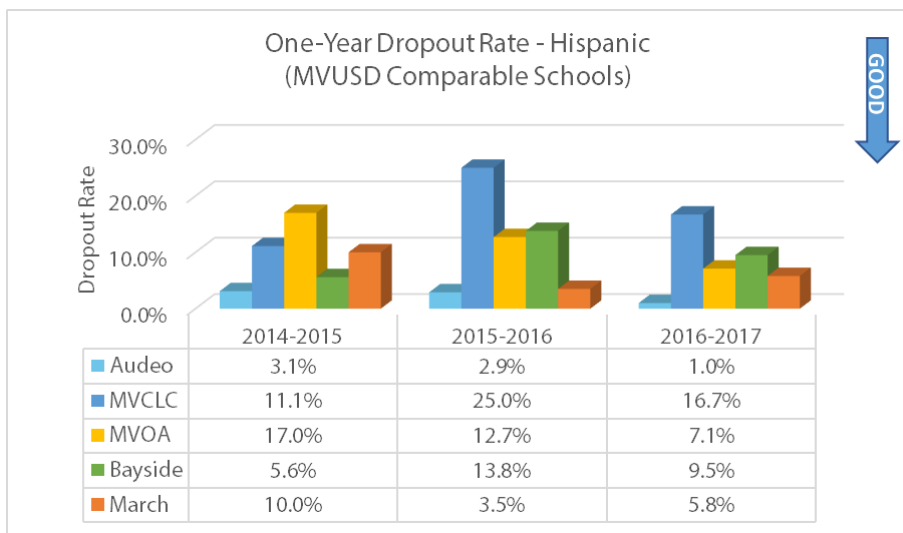
The One-Year Dropout Rate will be used as a measure of continued engagement for high-risk students. Mirus outperformed similar DASS schools in DSUSD in the One-Year Dropout Rate for all students and Hispanic students (*Figures 15-16*).

**Figure 15. One-Year Dropout Rate – Schoolwide (DSUSD Comparable Schools)**



Source: CDE DataQuest (2019)

**Figure 16. One-Year Dropout Rate – Hispanic Students (DSUSD Comparable Schools)**



Source: CDE DataQuest (2019)

### Suspension Rates

ASCV’s resource center and instructional model shall allow students to focus on academics and deter students from distractions that may occur in a larger comprehensive environment. Many DASS comparable schools in DSUSD have higher Suspension rates than Mirus for all students

and significant groups (*Figures 17-19*). Mirus also exceeds the Riverside County and state DASS schools averages on suspension rate.

**Figure 17. 2022 Dashboard – Suspension Rate Indicator – All Students**

Dashboard Indicator - Suspension Rate All Students					
School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Mirus Secondary	0.3%	0.0%	Data Not Available	Data Not Available	0.1%
Riverside County Education Academy	21.4%	32.0%	Data Not Available	Data Not Available	16.1%
Come Back Kids	0.0%	0.0%	Data Not Available	Data Not Available	0.0%
Gateway College and Career Academy	0.0%	0.0%	Data Not Available	Data Not Available	0.0%
Riverside County DASS Average	11.2%	9.2%			
State DASS Average	12.3%	11.5%			

Source: California Dashboard Data Files (2019); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

**Figure 18. 2022 Dashboard – Suspension Rate Indicator – Hispanic Students**

Dashboard Indicator - Suspension Rate Hispanic					
School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Mirus Secondary	0.4%	0.0%	Data Not Available	Data Not Available	0.2%
Riverside County Education Academy	18.0%	30.0%	Data Not Available	Data Not Available	15.7%
Come Back Kids	0.0%	0.0%	Data Not Available	Data Not Available	0.0%
Gateway College and Career Academy	0.0%	0.0%	Data Not Available	Data Not Available	0.0%
Riverside County	10.9%	8.5%			
State	10.9%	10.0%			

Source: California Dashboard Data Files (2022); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

**Figure 19. 2022 Dashboard – Suspension Rate Indicator – Socioeconomically Disadvantaged Students**

Dashboard Indicator - Suspension Rate Socioeconomically Disadvantaged					
School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Mirus Secondary	0.5%	0.0%	Data Not	Data Not	0.2%

			Available	Available	
Riverside County Education Academy	21.3%	31.8%	Data Not Available	Data Not Available	16.3%
Come Back Kids	0.0%	0.0%	Data Not Available	Data Not Available	0.0%
Gateway College and Career Academy	0.0%	0.0%	Data Not Available	Data Not Available	0.0%
Riverside County	11.6%	9.5%			
State	12.7%	11.8%			

Source: California Dashboard Data Files (2022); <https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp>.

## HOW LEARNING BEST OCCURS

Altus Schools Coachella Valley believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided a supportive environment, positive attitudes, high expectations, and fairness.
- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual and small group tutoring sessions.
- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.
- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and can do is measured by a variety of methods, especially performance assessment and self-assessment.

## WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

Altus Schools Coachella Valley will help students from the Desert Sands community acquire the skills to survive and prosper in the 21<sup>st</sup> century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use

technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. Altus Schools Coachella Valley will promote curiosity, integrity, social responsibility, and self-esteem.

## **DESCRIPTION OF THE EDUCATIONAL PROGRAM**

It is the philosophy of Altus Schools Coachella Valley that every child is a born achiever. It is the challenge of the Charter School to help each child realize his or her talents.

The premise of Altus Schools Coachella Valley's unique education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.
2. The collaboration of teachers and parents in each student's academic goals is critical to a successful transformation of all students' academic careers.

The Altus Schools Coachella Valley educational program is based on the following elements of success:

- A vision, mission, and operational business plan that puts students first
- Academically rigorous, well-focused, basic core subject curricula
- Creation of a personalized education plan based on the student's academic level, learning style, strengths, interests, and goals
- Professional development that puts skills into a context consistent with the overall Charter School mission
- Autonomy that allows the Charter School to develop and implement a process of change tied to high standards as described in the International Society for Technology in Education ("ISTE") and is responsive to technological innovations
- Parent and community involvement in, and support for, the Charter School programs
- Regular data analysis to measure progress toward achieving both student and staff performance goals
- An online community communication process detailing student and School performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial

The Charter School will provide an education that allows each student, grades 7-12, to meet State Standards by: (1) using State Standards-based textbooks, resources, and instructional materials; (2) providing State Standards-based instruction; (3) utilizing course descriptions that are aligned with the State Standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. The Charter School will offer a menu of learning opportunities for students that includes independent study, home study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

The Charter School projects that it will serve a large population of students who are achieving below grade level and/or course content levels. This critical mass of students who are deemed “high risk,” and many with special needs, will benefit from a personalized educational program that provides strong tutorial support.

After completion of enrollment, students will be assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving on to the next. Teachers will utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s personalized education plan will be enhanced with one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher will have the support of a Certificated Teacher Resource who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data will be integrated into the personalized education plan. Teachers will use instructional software tools such as Naviance, Mirus’s college and career software. Teachers will also utilize NWEA MAP assessment software, School Pathways Student Information System (“SIS”), and Illuminate’s Data and Assessment platform to view real time student achievement data. Additionally, instructional staff systematically monitor the academic performance of English Learners through Ellevation, an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. Naviance, MAP, SIS, Illuminate and Ellevation data will be integrated into the Charter School’s instructional data monitoring system. The data will be reviewed and analyzed by teachers and Charter School leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers will be able to immediately reconcile and adjust the student’s instruction, methods of delivery, and resources. Because the Charter School has purposely designed its program so that teachers work with only a few students at a time, teachers are able to communicate frequently with the family and get to know each student’s academic strengths and social needs. The largest differentiator for Altus Schools Coachella Valley’s program will be the ability to go well beyond traditional methods to transform the lives of all students. Teachers and staff will conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships.



ASCV will have an established Multi-Tiered System of Support (“MTSS”), which is a comprehensive framework that integrates State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. These include the personalized education planning process, social-emotional learning programs, community-based partnerships, a healthy youth program, interventions for high-risk students, supports for Special Education, services for English Learners (“ELs”), and opportunities for Gifted and Talented Education (“GATE”). ASCV has a systematic and integrated process for instructional support and interventions. **See Appendix AA** for a more detailed explanation of supports offered through the MTSS, including the specific tier interventions.

The Charter School utilizes a Response to Intervention (“RTI2”) Model to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

The teachers at ASCV will engage in professional learning on a monthly basis that is focused on instructional and engagement strategies for diverse student populations. Monthly Instructional Meetings will cater to the best practices offered by the Instructional, Curriculum, and Assessment Teams.

Additionally, teachers will attend trainings that include guest speakers from law enforcement agencies, community-based organizations, Child Protective Services, and other supportive agencies in order to assist the teachers in servicing the students’ needs. The School Coordinator will meet weekly with the Counselor to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team will utilize the personalized education planning process to monitor student progress and identify services to support student achievement.

### **Independent Study Assurances**

Altus Schools Coachella Valley shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705. These laws require, among other things, that Altus Schools Coachella Valley shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and Altus Schools Coachella Valley must file for a funding determination as a condition of funding. The Charter School shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records shall be conducted by a state-approved certified public accountant, which needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

## **Parent/ Teacher/ Student Master Agreement**

Pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the parent, guardian, or caregiver of each charter school pupil; (2) the student; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. This agreement shall include all of the elements described in Education Code Section 51747(g).

Parents of Charter School students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of the Charter School, the Charter School's operation, and the roles, rights, and responsibilities of parents and their children.
- After admission, attend a mandatory orientation meeting to learn about charter schools, the Charter School's educational program, the Student/Parent/Teacher Master Agreement, and ways in which parents can contribute to the success of both their child and the Charter School.
- Complete and return all forms, questionnaires, and other requests for information that may be required by the Charter School as approved by the Board of Directors.
- Ensure the completion of homework and class projects.
- Reinforce the importance of education on a daily basis and discuss with each student what was taught at school.
- Assure that each student arrives at school on time, dressed appropriately, and ready to learn.
- Understand and reinforce the Student Conduct Code.
- Attend Back-to-School Night and/or Open House each year.
- Keep informed about the Charter School through communication with the classroom staff and by materials regularly distributed to students and/or their families.

## **School Calendar**

The Charter School is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, the Charter School for each

fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades 7 to 8, inclusive, 54,000 minutes.
2. To students in grades 9 to 12, inclusive, 64,800 minutes.

ASCV's draft 2025-2026 school calendar is attached as **Appendix W**.

## CURRICULUM

A summary of ASCV's curriculum is provided below. See **Appendix Z** for ASCV's sample scope and sequence for grades 8 and 10 and **Appendix AA** for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning.

Altus Schools Coachella Valley's academic program focuses on academic improvement and high caliber teaching in safe and supportive learning environments. The Charter School's curriculum is rigorous, relevant, student and teacher driven. The opportunities offered at ASCV prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. The Charter School is committed to developing curriculum and assessments that measure the extent to which students possess college, career, and citizen-ready skills and knowledge of the State Standards. ASCV will foster the natural talents and skills of the instructional team to ensure that all learners find success.

ASCV's curriculum departments will be led by well-qualified teachers and, under the guidance of the Dean of Academic Affairs and Altus Studies, will design and create the subject matter curriculum using the State Standards as their guides. The textbooks and other resource materials as identified either from the state adopted textbook list for K-8 or 9-12 recommended lists will be used to complete the courses. The textbooks will be further reviewed for application for independent study students. The teachers will use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning. Because ASCV students will have the option to take online and blended learning (independent study/online) courses, the Charter School shall encourage its instructional staff to become Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification will give schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

ASCV's grade 7-12 course catalogs and course descriptions (**Appendix U**) will be reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. ASCV shall ensure that all of its core courses, foreign language, visual & performing arts, and some electives are listed on the approved UC a-g and NCAA lists.

## English/Language Arts

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students will be engaged in increasingly complex tasks of decoding, analyzing, and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, the students will participate in various text types that explore text to text, text to self, and text to world items. They will conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. The students that demand a greater or more rigorous academic challenge will have the ability to take Advanced Placement ("AP") courses. Advanced Placement exams will be offered and administered in the spring semester for students that have taken and passed the AP courses. All courses will also provide for remediation and/or scaffolding for students with disabilities or English Learners.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	English 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	English 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	English 1, 2 (textbook/online/blended options)
Tenth Grade	English 3, 4 (textbook/online/blended options)
Eleventh Grade	American Literature 1, 2 (textbook/online/blended options) or Honors American Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 or English (British) Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)

## Mathematics

Students will use a focused and coherent curriculum that is aligned to the State Standards and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students will develop deep conceptual understandings and will be well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students will be provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the State Standards of greater focus of the depth of a topic, coherence among topics and grade levels, and the rigorous authentic command of the mathematical concepts. ASCV will ensure that all 9-12 grade courses will be UC a-g and NCAA approved. ASCV will offer a traditional textbook, blended (independent study/online), and online learning option for the college preparatory math courses listed below where applicable. All of the math courses allow the students to demonstrate concepts based on

real world problems while preparing the students to graduate from the Charter School as college and career ready citizens. Additionally, to support conceptual understanding of mathematical concepts, the math curriculum is supported with Math Virtual Reality simulations that allow students to provide solutions to real-world problems by using math.

<b>MATHEMATICS MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Math 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	Math 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Algebra 1, 2 (textbook/online/blended options) or Integrated Math IA, IB (textbook/online/blended options)
Tenth Grade	Geometry 1, 2 (textbook/online/blended options) or Integrated Math IIA, IIB (textbook/online/blended options)
Eleventh Grade	Intermediate Algebra 1, 2 (textbook/online/blended options) or Integrated Math IIIA, IIIB (textbook/online/blended options)
Twelfth Grade	Statistics 1, 2 or Pre-Calculus 1, 2 (textbook/online/blended options) or Honors Pre-Calculus 1, 2 (textbook) or AP Calculus A/B (online)

## Science

All science courses will be aligned to the Next Generation Science Standards. All science courses will have wet and virtual labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities, and real-world applications. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. The middle school students will be introduced to Life Science, Physical Science through an integrated science course sequence. They will be engaged on hands-on experiences as well as virtual and wet labs throughout their courses. The 9<sup>th</sup>-12<sup>th</sup> grade students will be required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, or Biology. All of these science courses will be UC a-g and NCAA approved. As is the case with all of the other disciplines, the students that desire to have a blended (independent study/online) or online education may enroll in a UC a-g science course.

<b>SCIENCE MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Middle School Life Science (textbook/online/blended options) or Integrated Science 7-1, 7-2 (online)
Eighth Grade	Middle School Physical Science (textbook/online/blended options) or Integrated Science 8-1, 8-2 (online)
Ninth Grade	Earth and Space Science 1, 2 (textbook/online/blended options) or Physics 1, 2 (textbook/online/blended options)
Tenth Grade	Biology 1, 2 (textbook/online/blended options)

Eleventh Grade	Chemistry 1, 2 (textbook/online/blended options) or Honors Chemistry 1, 2 (textbook)
Twelfth Grade	AP Environmental Science (online)

### Social Sciences

All social science courses will be aligned to the State Standards while incorporating current real-world issues (i.e. Middle East conflicts, immigration & politics) as they are relevant to ASCV's student population. The middle school students will participate in courses about ancient civilizations, medieval and modern times, and the history of the United States. The Charter School students will have UC a-g approved and NCAA course offerings of World History, Geography & Economics, United States History, Government, and Economics. Altus Schools Coachella Valley will offer Honors United States History and an online Advanced Placement course in Human Geography, US History, World History: Modern, and Psychology. The teachers will incorporate current events into the curriculum at all grade levels through field trips, guest speakers, and virtual field trips.

SOCIAL STUDIES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	United States History & Geography 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Geography 1 (textbook)
Tenth Grade	World History, Geography & Economics 1, 2 (textbook/online/blended options) or AP World History: Modern (online)
Eleventh Grade	United States History 1, 2 (textbook/online/blended options) or Honors United States History 1, 2 (textbook/online/blended options) or AP Human Geography 1, 2 (online elective)
Twelfth Grade	Government 1 (textbook/online/blended options) or AP US Government and Politics (online) and Economics 1 (textbook/online/blended options) or AP Human Geography 1, 2 (online elective)

### World Languages (Languages Other Than English)

Altus Schools Coachella Valley will offer a full three years of Spanish (1-6) (UC required/recommended), French (1-6) (UC required/recommended), and German (1-6) (UC required/recommended). Once a student completes Spanish 1-6, ASCV will offer AP Spanish Language and Culture to extend the foundational world language skills learned. The world language curriculum satisfies the UC requirement for admission. The students may take a world language as early as the 7<sup>th</sup> grade. Altus Schools Coachella Valley will seek UC a-g approval for the blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning.

<b>FOREIGN LANGUAGE COURSES MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Spanish 1, 2 (textbook/online/blended options) or German 1, 2 (textbook/online/blended options) or French 1, 2 (textbook/online/blended options)
Eighth Grade	Spanish 1-4 (textbook/online/blended options) or German 1-4 (textbook/online/blended options) or French 1-4 (textbook/online/blended options)
Ninth Grade	Spanish 1-6 (textbook/online/blended options) or German 1-6 (textbook/online/blended options) or French 1-6 (textbook/online/blended options)
Tenth Grade	Spanish 1-6 (textbook/online/blended options) or German 1-6 (textbook/online/blended options) or French 1-6 (textbook/online/blended options)
Eleventh Grade	Spanish 1-6 (textbook/online/blended options) or German 1-6 (textbook/online/blended options) or French 1-6 (textbook/online/blended options)
Twelfth Grade	Spanish 1-6 (textbook/online/blended options) or AP Spanish Language and Culture 1, 2 or German 1-6 (textbook/online/blended options) or French 1-6 (textbook/online/blended options) or

### Visual and Performing Arts (VAPA)

Altus Schools Coachella Valley will offer several visual and performing arts courses “VAPA” and will seek UC a-g approval for these courses. The students may take Art, Commercial Art, Drawing, or Photography to satisfy the UC a-g VAPA requirement. ASCV will also offer Music Appreciation and Art History courses for those students that are interested in a different approach in the arts. The students may also engage in a Digital Arts Photoshop course as offered on the Career Technical Education course list.

<b>VISUAL AND PREFORMING ARTS COURSES MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Middle School Art 1, 2 (textbook)
Eighth Grade	Middle School Art 1, 2 (textbook)
Ninth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 *Art History 1 *Music Appreciation 1, 2



Tenth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 *Art History 1 *Music Appreciation 1, 2
Eleventh Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 *Art History 1 *Music Appreciation 1, 2
Twelfth Grade	*Art 1, 2 *Commercial Art 1, 2 *Photography 1, 2 *Drawing 1, 2 *Art History 1 *Music Appreciation 1, 2

\*Altus Schools Coachella Valley intends to seek UC a-g approval of these electives.

### Physical Education

Altus Schools Coachella Valley will offer physical education to all students. Physical education is an integral part of the total education of every student. It emphasizes vigor and healthy educational activities that increase students' opportunities and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well-being, as well as active lifestyles.

The goal of physical education will be to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Physically educated students become more confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others and accept responsibility for their own behavior; and ultimately improve their academic performance.

PHYSICAL EDUCATION MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Physical Education 7-1, 7-2
Eighth Grade	Physical Education 8-1, 8-2
Ninth Grade	Physical Education 1-2 or Cadets Corps 1, 2

Tenth Grade	Physical Education 1-4 or Cadets Corps 1-4
Eleventh Grade	Physical Education 1-4 or Cadets Corps 1-4
Twelfth Grade	Physical Education 1-4 or Cadets Corps 1-4

## General Electives

ASCV will offer many semester-length and year-long additional electives courses for the students that will attribute to their becoming a more well-rounded, college and career ready, 21<sup>st</sup> Century citizen.

<b>GENERAL ELECTIVE COURSES</b>	
<b>Grades 7-8</b>	
AVID 7a, 7b (textbook)	
AVID 8a, 8b (textbook)	
Career Explorations Virtual Reality (textbook)	
ELD MS Language & Literacy 1, 2 (EL Level 1) (textbook/ <u>online/blended options</u> )	
ELD MS Language & Literacy 3, 4 (EL Level 2) (textbook/ <u>online/blended options</u> )	
ELD MS Language & Literacy 5, 6 (EL Level 3) (textbook/ <u>online/blended options</u> )	
ELD MS Language & Literacy 7, 8 (EL Level 4) (textbook/ <u>online/blended options</u> )	
Empower Math 1a, 1b (textbook)	
Exploring Careers 1, 2 (online)	
Literacy 7th 1, 2 (textbook)	
Literacy 8th 1, 2 (textbook)	
Service Learning 1, 2 (textbook)	
Study Skills <u>7-1</u> , <u>7-2</u> (textbook)	
Study Skills 8-1, 8-2 (textbook)	
<b>Grades 9-12</b>	
*AVID 9a, 9b (textbook)	
*AVID 10a, 10b (textbook)	
*AVID 11a, 11b (textbook)	
*AVID 12a, 12b (textbook)	
Comprehensive Health (textbook/blended/online)	
Driver's Education (textbook)	
Journalism (textbook)	
Service Learning 1, 2 (textbook/online/blended)	
Empower Math I A, B (textbook/online/blended)	
Empower Math II A, B (textbook/online/blended)	

Empower Math III A, B (textbook/online/blended)
Literacy 1, 2 (textbook/blended/online)
Literacy 3, 4 (textbook/blended/online)
ELD Language & Literacy 1, 2 (EL Level 1) (textbook/ <u>online/blended options</u> )
ELD Language & Literacy 3, 4 (EL Level 2) (textbook/ <u>online/blended options</u> )
ELD Language & Literacy 5, 6 (EL Level 3) (textbook/ <u>online/blended options</u> )
ELD Language & Literacy 7, 8 (EL Level 4) (textbook/ <u>online/blended options</u> )
*AP Psychology 1, 2 (online)
*Sociology 1 (blended)
Study Skills 1, 2 (textbook/blended/online)

\*ASCV intends to seek UC a-g approval of these electives.

### Post High School Pathways

Once a student has been enrolled at Altus Schools Coachella Valley, the student will complete personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals and improves student outcomes. The parent/guardian, student, and teacher will meet to discuss the results. The results will demonstrate the student's learning style as well as career interests. Based on the career interests, the teacher will assist the student with creating a post- high school plan. ASCV's students will be placed in one of four post-high school pathways: four-year college/university; two-year college, school-to-work/Career Technical Education, or the military. The courses identified above satisfy the post-high school pathways for college bound students. In addition to the college preparatory coursework, ASCV will offer courses that are specifically designed for students in grades 9-12 that have expressed an interest in specific career pathways.

### Career Technical Education

ASCV will offer 33 Career Technical Education ("CTE") courses for students that have expressed an interest in a specific industry sector, including a general work experience program that will be state approved. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course, and the 11 Career Pathways listed below, ASCV offers a Virtual Reality Career Exploration and training program that provides students on demand internship-like experiences:

- Animal Science
- Business Management
- Child Development
- Design, Visual and Media Arts
- Environmental Resources
- Hospitality, Tourism and Recreation
- Marketing

- Patient Care
- Public Safety
- Software and Systems Development
- Teacher Education

<b>CAREER TECHNICAL EDUCATION COURSES</b>
<b>Grades 9-12</b>
Altus Success (blended)
Business Careers 1,2 (textbook)
Career Planning and Development 1, 2 (online)
*+Child Development 1, 2 (textbook)
*Career and Life Management 1, 2 (textbook)
*Computer Science Discoveries 1, 2(textbook)
*+Design Careers 1, 2 (textbook)
*+Entrepreneurship 1, 2 (textbook)
*+Environmental Sustainability (online)
Foundations of Personal Finance 1, 2 (textbook)
General Work Experience Ed. 1, 2 (textbook, online, blended)
General Work Experience Ed. 3, 4 (textbook, online, blended)
*+Health Science Concepts 1, 2 (online)
*Health Science and Medical Technology (online)
*Hospitality, Tourism & Recreation 1, 2 (textbook)
*+Hospitality Management 1, 2 (textbook)
*+Information and Communication Technology 1, 2 (online)
*Intro to Business 1, 2 (online)
*Intro to Green Technology and Energy 1, 2 (online)
Intro to Parenting 1 (textbook)
Military Science 1, 2 (textbook)
Military Science 3, 4 (textbook)
*Nursing Assistant 1, 2 (online)
Nutrition 1, 2 (textbook)
Pathways Exhibition (blended)
*Photoshop 1, 2 (blended)
*Psychology 1, 2 (textbook/blended/online)
*Personal Finance 1 (online)
*+Retail Sales and Marketing <u>1, 2</u> (textbook)
*+Teacher Education 1, 2 (textbook)
*Veterinary Science 1, 2
Virtual Reality Career Explorations (textbook)

\*ASCV intends to seek UC a-g approval of these electives.

+ASCV intends to seek articulation approval of these electives.

### California Cadet Corps

ASCV will offer several California Cadet Corp Leadership courses, similar to JROTC, to its students. The students that enroll in the California Cadet Corps program will also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in applied leadership or joining the military upon graduation. The students will participate in weekly military style drills, inspections, leadership development, and camps as a part of their Cadet Corps experience.

<b>CALIFORNIA CADET CORPS COURSES</b>	
<b>Grades 7-12</b>	
Seventh – Eighth Grade	MS Cadet Corps 1, 2 (textbook) MS Cadet Corps Summer Camp 1, 2 (textbook) MS Cadet Corps 3, 4 (textbook)
Ninth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook)
Tenth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)
Eleventh Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)
Twelfth Grade	CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) CA Cadet Corps Leadership 1, 2 (textbook) CA Cadet Corps 3, 4 (textbook) CA Cadet Corps 5, 6 (textbook)

### EARLY COLLEGE CREDIT PROGRAM

ASCV will encourage students in grades 9-12 to earn college credits while enrolled in high school through the Early College Credit Program. There are three ways that students will be able to earn early college credits: AP Program, Articulation, and Dual Enrollment. With one-on-one guidance from instructional staff, students will have the support needed to be successful in completing early college credits that fit the goals of their post high school pathway.

### Advanced Placement Program

The College Board’s Advanced Placement (“AP”) Program is an internationally recognized educational initiative that offers high school students the opportunity to engage in college-level coursework and earn college credits. Designed to provide rigorous academic challenges, the program encompasses a wide range of subjects, including mathematics, sciences, humanities, and world languages. By taking AP courses and exams, students will be able to benefit in various ways, both academically and personally. One of the key advantages of participating in the AP Program is the chance to experience college-level instruction while still in high school. AP courses will be taught with a level of depth and complexity that mirrors college courses, allowing students to develop the critical thinking, analytical, and problem-solving skills necessary for success at the post-secondary level. This exposure to advanced coursework prepares students for the academic demands they are likely to encounter in college and fosters a smooth transition to higher education. ASCV will offer 10 AP courses and will administer the AP Exam each May onsite for students. Students will need to earn a passing score on the AP exam, as determined by their post-secondary school.

AP COURSE MATRIX	
Grade Levels	Advanced Placement Courses Offered
9-12	*AP Human Geography 1, 2 *AP U.S. History 1, 2 *AP World History Modern 1, 2 *AP U.S. Government and Politics 1, 2 *AP English Language and Composition 1, 2 *AP English Literature and Composition 1, 2 *AP Calculus AB 1, 2 *AP Environmental Science 1, 2 *AP Spanish Language and Culture 1, 2 *AP Psychology 1, 2

### Articulation

ASCV will have agreements with MiraCosta College that provide students with the opportunity to earn college credit for coursework completed at ASCV. These courses are designed to provide students with an opportunity to earn both high school and college credit simultaneously. Articulation provides a seamless transfer of credits from high school to college through “credit by exam”, allowing students to progress smoothly in their educational journey. By enrolling in these courses, students will gain exposure to college-level curriculum and expectations while still in a supportive high school environment. The ASCV courses will go through a thorough review by the partnering college, reviewing syllabi, curriculum, learning objectives, and assessments to ensure the level of rigor and

college course alignment in each articulated course. In order to receive the college credit, students will complete all applications by the timeline requested by the partnering college and earn a B or higher on the final exam and overall grade.

<b>ARTICULATION MATRIX</b>	
<b>ASCV Course</b>	<b>Potential MiraCosta College Credit</b>
*Child Development 1, 2	CHLD 112
*Design Careers 1, 2	DESN 100
*Entrepreneurship 1, 2	BUS 130
*Environmental Sustainability 1, 2	HORT 166
*Health Science Concepts 1, 2	NURS 151
*Hospitality Management 1,2	HOSP 100
*Information and Communication Technology 1, 2	CSIT 101
*Photography 1, 2	ART 251
*Retail, Sales and Marketing 1, 2	BUS 132
*Teacher Education 1, 2	EDUC 115

### **Dual Enrollment**

Dual enrollment offers students the opportunity to take college courses with a community college of choice. ASCV will have established partnerships with local community colleges to complete dual enrollment courses. By taking college courses online or on campus with a college professor, students will be exposed to new ideas, perspectives and intellectual challenges. This exposure promotes critical thinking, analytical reasoning, problem solving skills and boosts confidence upon successful completion of dual enrollment courses. Although students will be able to take any college course that is approved by the ASCV school counselor, ASCV will recommend the following courses for their students to complete for dual enrollment: College and Career Planning, Career Technical Education, Government, Economics, Ethnic Studies, World Language and/or Visual and Performing Arts.

### **GRADUATION REQUIREMENTS**

Students graduating with a High School Diploma from Altus Schools Coachella Valley must complete 42 semester credits in grades 9-12. Altus Schools Coachella Valley Diploma graduation requirements will fulfill the University of California (“UC”) and California State University (“CSU”) admission requirements.

<b>GRADUATION COURSE REQUIREMENTS</b>	
<b>English</b> - 8 semester credits (4 years required)	<b>Mathematics</b> - 6 semester credits (3 years required, 4 years recommended)

<b>4 credits –</b> <ul style="list-style-type: none"> <li>English 1-4</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>Integrated Math 1 or</li> <li>Algebra</li> </ul>
<b>2 credits –</b> <ul style="list-style-type: none"> <li>American Literature, or</li> <li>Honors American Literature or</li> <li>AP English Language and Composition or</li> <li>AP English Literature and Composition</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>Integrated Math 2 or</li> <li>Geometry</li> </ul>
<b>2 credits –</b> <ul style="list-style-type: none"> <li>World Literature or</li> <li>Contemporary Voices in Literature or</li> <li>English Literature or</li> <li>AP English Language and Composition or</li> <li>AP English Literature and Composition</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>Integrated Math 3 or</li> <li>Intermediate Algebra</li> </ul>
	<b>Optional 4th Year Credits –</b> <ul style="list-style-type: none"> <li>Statistics or</li> <li>Pre- Calculus or</li> <li>Honors Pre-Calculus</li> <li>AP Calculus AB</li> </ul>
<b>Science - 4 semester credits</b> (2 years required, 3 years recommended)	<b>Social Studies - 6 semester credits</b> (3 years required)
<b>2 credits – Physical Science</b> <ul style="list-style-type: none"> <li>Earth and Space Science or</li> <li>Physics or</li> <li>Chemistry</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>World History, Geography &amp; Economics or</li> <li>AP World History Modern</li> </ul>
<b>2 credits – Life Science</b> <ul style="list-style-type: none"> <li>Biology</li> </ul>	<b>2 credits –</b> <ul style="list-style-type: none"> <li>US History or</li> <li>Honors US History or</li> <li>AP US History</li> </ul>
<b>Optional 3rd Year Credits –</b> <ul style="list-style-type: none"> <li>Honors Chemistry or</li> <li>AP Environmental Science</li> </ul>	<b>1 credit –</b> <ul style="list-style-type: none"> <li>Government or</li> <li>AP US Government and Politics</li> </ul>
	<b>1 credit –</b> <ul style="list-style-type: none"> <li>Economics</li> </ul>
<b>Physical Education - 4 semester credits</b>	<b>Pathways Portfolio - 1 semester credit</b>



<ul style="list-style-type: none"> <li>Physical Education 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Pathways Portfolio or</li> <li>Career Explorations 1-2 or</li> <li>Completed Career Pathway with Capstone Course or</li> <li>Approved college credit course</li> </ul>	
<b>Electives Credits - 9 semester credits</b>		
<ul style="list-style-type: none"> <li>Students have the option to choose from a wide range of general elective options</li> <li>UC/CSU: 2 credits – Approved electives in same area</li> </ul>		
<b>World Languages and Visual and Performing Arts (VAPA) – 2 semester credits</b>		
<u>Option 1:</u> <b>2 credits –</b> <ul style="list-style-type: none"> <li>World Language electives (same language)</li> </ul>	<u>Option 2:</u> <b>2 credits –</b> <ul style="list-style-type: none"> <li>VAPA electives</li> </ul>	
<u>UC/CSU Option:</u> <b>4 credits –</b> <ul style="list-style-type: none"> <li>World Language electives (all semesters same language; 2 years required, 3 recommended)</li> </ul> <b>2 credits –</b> <ul style="list-style-type: none"> <li>Visual and Performing Arts electives (both semesters need to be the same course)</li> </ul>		
<b>Career &amp; Technical Education (CTE)/Service Learning/ Work Experience Education (WEE) 2 semester credits</b>		
<u>Option 1:</u> <b>2 credits –</b> Career and Technical Education	<u>Option 2:</u> <b>2 credits –</b> Service Learning (120 hours total of community service)	<u>Option 3:</u> <b>2 credits –</b> Work Experience (240 hours of paid employment approved by a School Counselor)
<b>Grade Point Average (GPA)</b>		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		

## PROFESSIONAL DEVELOPMENT

Altus Schools Coachella Valley is dedicated to the professional growth of all of its employees, and will provide a very comprehensive professional learning system for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As ASCV focuses on improving the quality of life for students, their families, its employees, and the community at large, the professional development program will be designed

to assist staff in fulfilling this mission and will provide a rigorous academic experience for teachers, office staff, and other stakeholders. On a holistic level, the professional development program will provide support for ASCV's employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance as aligned to the California Quality Professional Learning Standards and State Priorities. In short, the program will be a 'school within a school' for the purposes of teaching and learning, and will increase student achievement results, faculty and staff retention, and the overall well-being of ASCV's employees and students.

Altus Schools Coachella Valley will offer professional learning opportunities Monday-Friday throughout the school year from July-June. The professional development plan will include:

### **1. Ethical Responsibilities and Strategic Planning**

- a. Quarterly Faculty Meetings
- b. Quarterly Office Meetings
- c. Monthly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen, and AED Trainings, Opioid Overdose Response Protocols, Sexual Harassment Prevention
- e. Executive Studies on Educational Leadership
- f. Leadership Meetings
- g. Youth Mental Health First Aid Responder Training
- h. Resource Center Professional Learning Communities
- i. Special Education Compliance Clinics
- j. Signs of Suicide Training

### **2. Curriculum Content Training**

- a. Core Content: Math, English Language Arts, English Language Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German
- b. Visual and Performing Arts: Art, Drawing, Photography, and Music Appreciation
- c. Gifted and Talented Education: ASCV will offer cohort trainings to the teachers to meet the academic needs of this group of learners
- d. Leading Edge Certification: ASCV will offer this national online teacher certification that guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification will give schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also

have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

### 3. Student Engagement

- a. Post-High School Pathways Training consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military, and industry.
- b. Equity and Inclusion Department offers social-emotional learning trainings, trauma-informed practices in schools trainings, suicide prevention/intervention/postvention trainings, , literacy training specifically designed for EL students, and teacher training for the LGBTQIA+ community.
- c. Partnerships include visiting guest speakers and various educational, medical, and industry entities.
- d. Healthy Youth Department will provide information on pre- and post-medical care and resources for pregnant/parenting students, health and wellness trainings, and California Healthy Youth Act (CHYA) instruction.
- e. Family Learning Series webinars that are geared toward understanding College and Career Readiness opportunities such as AP, articulation, and dual credit courses.
- f. Family Learning Series trainings for parents of English Learners and parents of students with disabilities.

### 4. Workforce Efficiency and Effectiveness

- a. Edgenuity Training - online curriculum content provider
- b. Audit and Compliance/Rigor, Content, and Quality
- c. Tech Tools such as Office 365 Tools: Excel, PowerPoint, Publisher, Word, Teams, SharePoint, and other technology such as Google, Apple for Educators (InTech), Moodle, Generative Artificial Intelligence, 3D Printers, and Bulb (blended learning)
- d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource and Resource Center Associate Training

## ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

At the time that a parent submits an application to enroll his/her student in Altus Schools Coachella Valley, the Charter School will provide written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

## CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element B of the charter for a reasonably comprehensive description of Altus Schools Coachella Valley’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

## **PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL**

ASCV’s **Multi-Tiered System of Support (“MTSS”)** will engage high-risk students in participating and excelling in school. ASCV will identify students who are below grade level immediately upon enrollment. At the first student appointment, ASCV will administer the Measures of Academic Performance English Language Arts and Math surveys. Counselors will review these academic proficiency results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan (“PPEP”)** and the initiation of MTSS. ASCV’s goals in implementing the tiered system of support are to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports are targeted towards high-risk students:

**Core Instruction:** Research-based instructional strategies are integrated into all core content curricular areas. Content area teachers will be trained in research-based instructional strategies: Universal Design for Learning (“UDL”), embedded literacy instruction across curricular area, blended (independent study/online) learning, differentiation, scaffolding, and formative assessments. Courses are adjusted based on student instructional level, interests, and Pathway. Students also participate in small group and individual tutoring sessions.

### **Social Emotional Learning Program:**

- Employing Trauma Informed Practices (“TIPS”) in teacher engagement strategies: Teachers lead communications through a trauma-informed lens.
- RISE (Resilience in Students and Education): RISE is a social-emotional learning series of live, interactive, video broadcasts for students. RISE sessions are aligned to Social and Emotional Core Competencies in order to enhance a student’s capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges.
- Healthy Youth Program (“HYP”) and Crisis Support: Altus Schools Coachella Valley understands how important it is to meet the needs of each student and family and to attend to the social and emotional needs that arise during times of crisis and challenge. Altus Schools Coachella Valley provides individual counseling and small group social-emotional learning sessions that are essential to mental health and wellness.

**Professional Learning Communities:** Instructional Leaders will provide training, resources, structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.

**Data Collection, Monitoring, and Reporting:** Curriculum, instructional, and professional development decisions will be made based on close analysis of student achievement and engagement data.

**Parent Trainings:** Research-based parent trainings will be held on topics relevant to current family issues and trends.

**Intervention:** Intensive intervention process is designed to identify all areas of concern, causal factors, and personalized plan to address challenges.

**High School Completion Options:** Multiple paths to successful completion, including preparation for GED or HiSET, will be available to students who enroll significantly behind grade level in skills and high school credits.

**Student and Family Services and Supports through partnerships:** Established partnerships that are community-based and free or reduced cost will be provided to students as part of their personalized intervention plan. The Counselor will facilitate appropriate referrals and resources for each student.

Each student's PPEP is collaboratively developed by the teacher, student, parent, school counselor, and instructional leader. The PPEP is a dynamic and ongoing personalized education process that considers many factors, including demographic information and student groups: Individualized Education Program ("IEP"), 504 Plan, Gifted and Talented Education, English Learners, Foster Youth, Pregnant and Parenting, and Homeless. In addition, each student's PPEP identifies educational goals, learning style preferences, career interests, daily learning schedule, and course plan.

After completion of enrollment, students will be assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving onto the next. Teachers will utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. Each student's Pathways Personalized Education Plan will be enhanced with one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher will have the support of a Certificated Teacher Resource ("CTR"), who supports the delivery of curriculum.

Student progress will be monitored through the systematic PPEP process that requires analysis of student achievement measures at least three times throughout the school year. The instructional team, including the parent(s), will determine the supports and services that are most effective with

each student and will identify any additional curricular and instructional supports necessary to support student achievement.

## PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Through the **Multi-Tiered System of Support (“MTSS”)**, ASCV will systematically address support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level will have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team, including parents, teacher, counselor, and student, will collaborate to select appropriate courses including Honors courses and Advanced Placement (AP) courses. Following a course of study aligned to ASCV’s instructional framework, students will be able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. The Charter School will provide opportunities for students to be concurrently enrolled in community college courses and to consult regularly with one of ASCV’s college counselors. Additionally, teachers will participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

ASCV recognizes that each student is a unique individual with his/her own interests, strengths, and challenges. The school’s goal is to identify and celebrate the unique gifts and talents of every student. “Giftedness” occurs along a continuum. Strategies that work for one gifted student will not necessarily work for all gifted students. ASCV pairs the principles of personalized learning with research-based strategies for gifted students to maximize the academic, social, and personal successes of **Gifted and Talented (GATE)** students.

At ASCV, GATE students are offered an **Individualized Gate Plan (“IGP”)**. The IGP is created by the student, parent(s), and teachers, to plan the services and instructional options that address the unique needs of each gifted student based on their needs, interests, and abilities.

Each IGP incorporates essential elements of gifted education:

- Differentiated learning experiences including Acceleration and Enrichment
- Differentiated curriculum responsive to the needs, interests, and abilities of students that utilizes a variety of teaching and learning platforms
- Learning environments that inspire creativity, flexibility, and autonomy
- Small group instruction
- Opportunities for independent study, community-based learning, and project-based learning
- Postsecondary Education

Students receive individualized instruction with a **GATE Certified teacher** one-on-one and in small groups. Students are encouraged to enroll in Honors courses, Advanced Placement courses,

and Accelerated courses. Curriculum is compacted based on standards mastery. At all times possible, courses incorporate project-based learning, community-based learning, and student choice and voice in topics and subject matter to master key concepts and skills.

Please see Altus Schools Coachella Valley GATE Plan (**Appendix Q**).

## **PLAN FOR ENGLISH LEARNERS**

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, designated and integrated English Language Development (ELD) instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, standardized testing requirements, and parent/family engagement. The Charter School will fully implement a specially designed English Learner Plan that addresses the needs of the high-risk/at-promise student population served and:

- Outlines consistent practices in the development, implementation, and evaluation of English Learner programs and services.
- Provides specific procedural guidelines for the identification, instruction, assessment, and reclassification of students.
- Aligns to the principles of the California English Learner Roadmap.
- Articulates the English Language Development program and options for ELs, including equitable access to rigorous course of study and high-quality instruction.
- Describes the formation and functions of the English Learner Advisory Committee (“ELAC”).

Please see ASCV’s English Learner Plan (**Appendix R**).

### **English Learner Identification**

The Charter School will administer the home language survey (“HLS”) upon a student’s initial enrollment in a California public school (on enrollment forms). The HLS will be used to identify whether the primary or native language of the student is a language other than English. The Charter School will use the HLS to verify data in CALPADS and to capture survey information for students enrolling for the first time in California or the United States.

Using the HLS, students who have been identified to have their primary or native language be a language other than English, and have not been previously assessed, are given the Initial English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency, the student will qualify as an English Learner.

### **English Learner Assessment**

All students who indicate that their home language is other than English will be assessed with the state-approved assessment of language proficiency (ELPAC Initial Assessment) within 30 days of initial enrollment and at least annually (ELPAC Summative Assessment) thereafter until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving results from the publisher. The ELPAC will be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing and progress reporting.

Results of each student's assessment will be sent to parents or guardians in their primary language. These results will also be included in the PPEP for instructional planning.

For students who enroll with previous ELPAC results, the ELPAC will be administered annually based on the ELPAC summative assessment window until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on designated supports or accommodations according to their Individualized Education Programs or Section 504 plans or by an alternate assessment as determined by the IEP or 504 team.

The Charter School will notify all parent/guardians annually, in writing, and in the student's home language, when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, the Charter School will assess all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, NWEA MAP in reading, language usage, and math. MAP assessments will provide detailed, actionable data on student's present skill levels in relation to state standards to inform the creation of the PPEP upon enrollment. MAP pre- and post-assessments will provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data will provide specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

### **English Learner Reclassification**

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient ("RFEP") student after meeting various linguistic and academic criteria. ASCV will develop student reclassification procedures based on criteria set forth by CDE guidelines. Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

**Criteria A.** Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

ELPAC results should demonstrate English proficiency in all domain areas with an ELPAC Overall Performance Level (PL): 4 or Alternate ELPAC Overall PL 3.

**Criteria B.** Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Demonstration of "basic skills" in English from an objective assessment that is also given to English proficient students of the same age.



- MAP: Reading scores must fall within the student's grade level range; or,
- Smarter Balanced ELA Summative Assessment scores will meet or exceed the standard.
- For students who take the Alternate ELPAC: Teacher Form of the Vineland Adaptive Behavior Scale Score of Adequate, Moderately Low or higher in the Communication Domain.

**Criteria C.** Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

#### Observation Protocol for Teachers of English Learners (OPTEL)

- Approved by the California State Board of Education in November 2023, the OPTEL will be completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTEL ratings will eligible for reclassification.
- For students who take the Alternate ELPAC, instructional staff will use the student's classroom and academic performance based on the student's IEP goals for academic performance and ELD.

**Criteria D.** Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

#### Parent Consultation

- Parents will be consulted and engaged in the Reclassification determination process, inclusive of IEP team members.

#### **Monitoring Reclassified Fluent English Proficient Learners**

ASCV will implement a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for four years from the year of reclassification, as required by state and federal guidelines. RFEP students will be expected to meet grade-level content standards and the requirements for high school graduation. Parents will be notified of ongoing progress after reclassification during parent-teacher meetings each semester. Each year, through the PPEP process and the use of Ellevation, an EL program monitoring system, the instructional team will be able to leverage the integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers will complete an RFEP Student Monitoring Form to report on academic performance and ELD skills and make a recommendation for next steps. For students not meeting proficiency targets, staff will analyze student assessment data and create an instructional intervention plan. Assessment data that is monitored will include:

- ELPAC scores
- MAP Reading scores

- MAP Language Usage scores
- Curriculum Embedded Assessments
- CAASPP scores
- Participation Rates
- Credit Completion Rates
- Teacher and parent/guardian observation

The instructional team, through the PPEP, will collaborate to determine the effectiveness of the program for each student. When students do not make adequate progress, the Multi-Tiered System of Supports will be utilized to determine and apply interventions. These interventions can include ELD instruction, instructional aids and supports, and/or family and community support services to support the academic, behavior, and socio-emotional needs of students.

Intervention measures may include:

- Conference with student and parent/guardian
- Referrals and resources given to student and family
- Specialized reading and/or writing tutoring sessions
- Placement in ELD and/or Literature and Comprehension courses
- Customized curriculum with literacy supports, scaffolds, and learning resources

### **Comprehensive English Language Development Program**

ASCV's goal for English Learner programs is to support the development of EL's fluency in English and proficiency in the core curriculum. Through a Structured English Immersion ("SEI") Program designed for independent study and flexible learning models, English Learners at ASCV will receive nearly all instruction in English, with curriculum and instruction designed to provide access to the standards-based curriculum for pupils who are learning English. Students will participate in a comprehensive ELD program with **Designated ELD** to support academic language proficiency, and **Integrated ELD** to provide access to grade level academic subject matter content. Program participation and program effectiveness will be monitored using assessment data. Programs will be customized as needed based on information from assessments and instructional team input.

ELs will have full access to the Charter School's educational program through **Integrated English Language Development**. Teachers will use the California English Language Development Standards in tandem with the State Standards for ELA/Literacy and other content standards.

Teachers will be specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English ("SDAIE"), the Sheltered Instruction Observation Protocol ("SIOP") Model to make content comprehensible for English Learners and WRITE Institute focused techniques. The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency. The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 Literacy implementation in English. WRITE

provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. Instructional strategies that will be commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, explicitly teaching comprehension strategies, vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

The School will utilize a web-based comprehensive English language learning program (BrainPOP ELL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

The School shall offer EL students blended learning opportunities. Online courses (Edgenuity) offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, Closed Captioning of instruction, and close reading of text.

**Designated ELD** will be structured as a highly individualized curriculum based on CA ELD standards. Students will be enrolled in culturally responsive, grade level courses that are aligned to the CA ELD standards in order to develop the critical language ELs need in Reading, Writing, Speaking and Listening for content learning in English. These language development courses will be enhanced with individualized tutoring sessions and literacy instruction, in person or virtually, that utilize systematic, focused, and highly engaging teaching materials that prepare students for success with the Common Core State standards. The courses will engage students in blended **weekly synchronous** and **daily asynchronous** learning, may utilize literacy circles with grade level, standards-based curriculum resources, and provide opportunities for daily live interaction with teachers and instructional support staff.

Students will be identified to participate in appropriate Designated ELD courses based on their language proficiency according to their ELPAC results. The instructional team, including parents/guardians, will set proficiency goals for students with measures and benchmarks for achievement.

### **Access to Honors, Advanced/AP Classes, Early College Credit, Special Education, and Gifted and Talented Education**

English learners will have the same access to the education programs and services as native English-speaking students. At ASCV, a lack of proficiency in English will not be a barrier to enrollment in courses meeting the a–g requirements or in AP/Honors classes in subject areas other than English. English Learners will also have access to the Early College Credit program, in which they can earn college credits through dual enrollment and by completing articulated coursework. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the Learning Lead and Counselor.

English learners will have equitable access to the same education programs and services as native English-speaking students, including special education services. In making the determination of eligibility for special education services, English proficiency will not be a determining factor for establishing that a child has a disability.

Additionally, English Learners will have access to Gifted and Talented Education (GATE) assessment opportunities and instructional support in accordance with ASCV's GATE program, which will have an identification process that ensures access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities. The assessment that will be utilized for GATE identification, the Cognitive Abilities Test (CogAT), provides modifications and accommodations to support ELs, including directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery of the assessment, and provision of English/Native language word-to-word dictionary.

## **PLAN FOR STUDENTS WITH DISABILITIES**

### **General Overview**

Altus Schools Coachella Valley shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

Altus Schools Coachella Valley shall be an independent local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). Altus Schools Audeo and Altus Schools Charter School of San Diego, was one of the founding partners of the El Dorado County Charter SELPA and Mirus Secondary is a member in good standing. Pursuant to the SELPA local plan, admission of new schools operated by a current member of the SELPA, is given priority. The letter issued by the Executive Director of the El Dorado Charter SELPA stated that Altus Schools Coachella Valley has met the approval criteria for acceptance. **(See Appendix V)**

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

ASCV is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. The Charter School will work closely with the El Dorado County Charter SELPA in order to coordinate services locally. ASCV representatives will attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists will be hired locally and as direct ASCV employees, will provide Specialized Academic Instruction ("SAI") to students who have been identified as requiring the service as part of their Free and Appropriate Public Education ("FAPE"). SAI is provided for each student by an Education Specialist either in-person or through distance learning methods,

including virtual and telephonic. Special Education related services will be contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services will be provided by CDE-certified Non-public Agencies (“NPA”) and Non-public Schools, and shall also be delivered either in-person or through distance learning methods, including virtual and telephonic. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special education staff will be conducted in Riverside County. Facilities will be compliant with IDEA requirements.

Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Education Specialists check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication. Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of UDL.

Education Specialists work with students in-person and virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

ASCV will be based on a university model of independent study that includes online and tutoring session options for academic support. Within this model, the School will offer various educational pathways for students with special needs. The Education Specialists will collaborate with general education teachers, contracted service providers, and parents to create an individualized plan for each student to meet their post-secondary goals. The School will encourage parents and students to meet with the educational team frequently to communicate changing educational goals and interests.

Education Specialists ensure full student accessibility to virtual SAI and online curriculum through implementing principles of UDL.

**Multiple Means of Representation:** Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

**Multiple Means of Expression:** Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Education Specialists promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

ASCV will exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. ASCV will engage the SELPA in the IEP placement of students who are identified as requiring an education placement that ASCV is unable to provide.

### ***Section 504 of the Rehabilitation Act***

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the [assigned 504](#) Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

#### SERVICES FOR STUDENTS UNDER THE "IDEA"

*The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be presented to the District upon execution.*

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

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

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

#### **Staffing**

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

ASCV shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers,

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

### **Notification and Coordination**

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

### **Identification and Referral**

ASCV shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

ASCV shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### **Assessments**

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. ASCV shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

### **IEP Meetings**

ASCV shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Coordinator and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to,



an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of Procedural Safeguards.

### **IEP Development**

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

### **IEP Implementation**

ASCV shall be responsible for all school site implementation of the IEP. As part of this responsibility, Altus Schools Coachella Valley shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. ASCV shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### **Interim and Initial Placements of New Charter School Students**

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

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

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

### **Non-Public Placements/Non-Public Agencies**

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

### **Non-discrimination**

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

### **Parent/Guardian Concerns and Complaints**

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

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

### **Due Process Hearings**

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

### **SELPA Representation**

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

### **Funding**

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

## Element B: Measurable Pupil Outcomes

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

As a public charter school, Altus Schools Coachella Valley recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. The Charter School has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

Altus Schools Coachella Valley will continue to examine and refine its list of student outcomes over time to reflect the Charter School's mission and any changes to state or local standards that support this mission.

### STUDENT OUTCOMES

ASCV, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students' academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of Altus Schools Coachella Valley for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

**English/Language Arts.** Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

**Mathematics.** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

**Science.** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

**History and Social Studies.** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.

**World Language.** Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

**Visual and Performing Arts.** Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

**Physical Education.** Students will be offered courses that are consistent with the expectations established under charter law and each student's personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g. problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the International Society for Technology in Education.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at Altus Schools Coachella Valley.

## **CHARTER SCHOOL GOALS, ACTIONS, AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend the Charter School, including low-income students, English Learners, and foster youth. The metrics associated with these goals will help ASCV to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

### **Local Control and Accountability Plan**

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33(a)(2). The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

**Goal 1:** Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).

*Aligned to State Priorities 1 (Basic Services), 4 (Student Achievement), 5 (Student Engagement), and 8 (Pupil Outcomes)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

#### 1.1 Utilize Academic Achievement Data for All Students to Inform Instructional Planning

Applicable Student Groups: All

- a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.
- b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.
- c) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student.

- d) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.

## 1.2 English Language Learner Assessment and Support Framework

### Applicable Student Groups: English Learners

- a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans.
- b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification.
- c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support.
- d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems.
- e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition.
- f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners.
- g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning.
- h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support comprehensive, data-informed instructional support.

- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

### 1.3 Personalized Academic Instruction and Support for All Students

#### Applicable Student Groups: All Students

- a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program.
- b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs).
- c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors.
- d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades.
- e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' learning styles and preferences.
- f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.
- g) Teachers will provide live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school.
- h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement.
- i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.

- j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
- k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential.

#### 1.4 Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rate

Applicable Student Groups: English Learners, Low-Income Students, and Foster

##### Youth

- a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity.
- b) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.
- c) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.
- d) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.
- e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.
- f) Equity and Inclusion (E&I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.

#### 1.5 Academic Instruction and Support for Students with Disabilities



Applicable Student Groups: Students with Disabilities

- a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals.
- b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP.
- c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities.
- d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty.
- e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas.
- f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities.
- g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth.
- h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.

1.6 Systematic Approach to Monitor Academic Engagement and Achievement for All StudentsApplicable Student Groups: All Students

- a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.
- b) School staff will maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.
- c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention

for students at risk of not meeting graduation benchmarks.

- d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.

### 1.7 Systematic Approach to Monitor Academic Performance and Progress for English Learners

Applicable Student Groups: English Learners

- a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.
- b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.
- c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.
- d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.
- e) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.

#### Expected Annual Measurable Outcomes:

- **Independent Study Program: Teacher Credentials** – Greater than 90%
- **Teachers Appropriately Assigned and Credentialed** – Establish baseline results and then exceed annually
- **DASS One-Year Graduation Rate** – Improve annually or exceed the 2023 Statewide or County DASS school average
- **Combined Four- and Five-Year Graduation Rate** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Chronic Absenteeism Rate** - Improve annually or exceed the 2023 Statewide or County DASS school average

- **CAASPP ELA: Average Distance from Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **CAASPP Mathematics: Average Distance from Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Grade 11 CAASPP ELA: Met or Exceeded Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Grade 11 CAASPP Mathematics: Met or Exceeded Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **English Learner Progress Indicator (ELPI)** – Improve annually or exceed the 2023 Statewide or County DASS school average
- **English Learner Reclassification Rate** – Greater than 10%
- **Measures of Academic Progress by NWEA: Reading** - Greater than 60%
- **Measures of Academic Progress by NWEA: Language** - Greater than 60
- **Measures of Academic Progress by NWEA: Mathematics** - Greater than 60%
- **California Science Test** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Student Attendance/Participation Rate** – Greater than 84%
- **Middle School Dropout Rate** – Less than 5%
- **High School Dropout Rate** – Less than 5%
- **Student Confidence Survey** – Greater than 90%

**Goal 2:** Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.

*Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (State Achievement), 7 (Access to Broad Course of Study), and 8 (Outcomes in Broad Course of Study)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

## 2.1 Standards Aligned Course of Study and Curriculum for All Students

Applicable Student Groups: All Students

- a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).

- b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.
- c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.
- d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).
- e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.

## 2.2 Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students

### Applicable Student Groups: English Learners and Low-Income Students

- a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.
- b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.
- c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.
- d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.
- e) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.
- f) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.

## 2.3 Strategies and Resources for All Students Designed to Increase College and Career

### Preparedness

Applicable Student Groups: All Students

- a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.
- b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.
- c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.
- d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.
- e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.
- f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.
- g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.
- h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.
- i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.

Expected Annual Measurable Outcomes:

- **Availability of standards aligned instructional materials to every student – 100%**
- **Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education – 100%**
- **Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills – 100%**
- **Increase the annual number of students completing college credit courses – Increase annually**
- **Increase annual student participation in Advanced Placement (AP) Courses – Increase**

annually

- **Maintain High-Quality and relevant established CTE Career Pathways-** At least 11 CTE Pathways
- **Core Courses will be aligned to CCSS – 100%**
- **Science Courses will be aligned to NGSS – 100%**
- **ELA and Social Science Courses will be aligned to ELD Standards – 100%**
- **Core Courses will be UC A-G approved – 100%**
- **CTE Courses will be aligned to CTE Model Curriculum Standards – 100%**
- **Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway –** Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU –** Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway -** Establish baseline results and exceed annually
- **Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher -** Establish baseline results and exceed annually
- **Maintain a compliant and accessible Work Experience Education (WEE) Program –** Fully compliant and accessible WEE Program

**Goal 3:** Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.

*Aligned to State Priorities 2 (Implementation of State Academic Standards) and 6 (School Climate)*

**Actions:** In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

### 3.1 Professional Learning Focused on Improving Academic Performance for All Students

Applicable Student Groups: All Students

- a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.
- b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.
- c) Learning Leads will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from

professional development are being implemented.

- d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).
- e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.
- f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.
- g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.
- h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.
- i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.
- j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.
- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.

- p) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.
- q) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.

### 3.2 Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth

#### Applicable Student Groups: English Learners, Low-Income Students, and Foster Youth

- a) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.
- b) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies.
- c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth.
- d) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.
- e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills.
- f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.
- g) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.

### 3.3 Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth

#### Applicable Student Groups: English Learners, Low-Income Students, and Foster Youth



- a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations.
- b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices.
- c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting.
- d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups.
- e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement.
- f) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.

**Expected Annual Measurable Outcomes:**

- **Teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners – 90%**
- **Teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards – 90%**
- **English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction – At least six English Learner trainings offered throughout the school year**
- **Instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment- Greater than 90%**
- **Staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations- Greater than 90%**
- **Students surveyed will report high levels of satisfaction with their overall educational experience - Greater than 90%**
- **Parents and family members surveyed will report high levels of satisfaction with their child’s overall educational experience- Greater than 90%**

**Goal 4:** Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.

*Aligned to State Priority 6 (School Climate)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

## 4.1 Safe and Supportive School Environment for All Students

Applicable Student Groups: All Students

- a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.
- b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.
- c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.
- d) Sustained implementation of ZenDesk to facilitate facility ticketing/monitoring systems.
- e) Installation of Brivo card access controls at all resource centers and office
- f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.
- g) Provide nursing services to support the overall health and social-emotional well-being.
- h) Provide a Mental Health & Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.
- i) Provide students and parents with opportunities for input into safety planning.
- j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid.

## 4.2 Social, Emotional, and Behavioral Support Systems for All Students

Applicable Student Groups: All

- a) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.
- b) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.
- c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.
- d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.
- e) Character and Leadership Development Program to promote health, wellness, and academic achievement.
- f) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.
- g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.
- h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services.
- i) Meal and Nutrition Program to promote student health and well-being.

#### 4.3 Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth

##### Applicable Student Groups: Low-Income Students and Foster Youth

- a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.
- b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.
- c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.
- d) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.

**Expected Annual Measurable Outcomes:**

- **Suspension Rate** – Less than 1.5%
- **Expulsion Rate** – Less than 1%
- **Student Safety Satisfaction Rate** – Greater than 90%
- **Parent Safety Satisfaction Rate** – Greater than 90%
- **Compliant School Safety Plan** – Altus Schools Coachella Valley will maintain a compliant rating on its School Safety Plan

**Goal 5:** Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.

***Aligned to State Priorities 1 (Basic Services) and 3 (Parent/Family Engagement)***

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

## 5.1 Engagement Opportunities and Innovative Teaching Approaches for All Students

**Applicable Student Groups:** All Students

- a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.
- b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.
- c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000, and Naviance.
- d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.
- e) Technology and Operations staff will maintain innovative resource centers, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.
- f) School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.
- g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.

- h) Communications Department staff will update the school's website features and content to provide accurate and timely information to parents and community members.
- i) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.
- j) School staff will update the school's online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration, and communication.
- k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.
- l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods.
- m) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.
- n) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.

## 5.2 Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth

### Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.
- b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.
- c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.
- d) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.
- e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.

### **Expected Annual Measurable Outcomes:**

- **Facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning** – 100% of school facilities
- **Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events** - Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students
- **Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences** - Maintain or expand opportunities for parental and family member participation for students with exceptional needs
- **Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members** – Establish baseline and increase partners as needed
- **Provide six Family Learning Series to all parents and family members** – At least six
- **Parents will report that Resource Centers provide innovative learning opportunities for students** – More than 90%

*Aligned to State Priorities 1 (Basic Services), 4 (Student Achievement), 5 (Student Engagement), and 8 (Pupil Outcomes)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

#### 1.5 Utilize Academic Achievement Data for All Students to Inform Instructional Planning

Applicable Student Groups: All

- a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.
- b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.
- c) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student.

- d) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.

## 1.6 English Language Learner Assessment and Support Framework

### Applicable Student Groups: English Learners

- a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans.
- b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification.
- c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support.
- d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems.
- e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition.
- f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners.
- g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning.
- h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support comprehensive, data-informed instructional support.

- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

## 1.7 Personalized Academic Instruction and Support for All Students

### Applicable Student Groups: All Students

- m) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program.
- n) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs).
- o) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors.
- p) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades.
- q) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' learning styles and preferences.
- r) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.
- s) Teachers will provide live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school.
- t) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement.
- u) Instructional staff will provide Spring Academics (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
- v) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention



responses.

- w) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- x) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential.

#### 1.8 Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rate

Applicable Student Groups: English Learners, Low-Income Students, and Foster Youth

- g) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity.
- h) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.
- i) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.
- j) Full implementation of the AVID program to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.
- k) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.
- l) Equity and Inclusion (E&I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.

#### 1.5 Academic Instruction and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- i) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals.

- j) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP.
- k) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities.
- l) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty.
- m) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas.
- n) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities.
- o) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth.
- p) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.

#### 1.6 Systematic Approach to Monitor Academic Engagement and Achievement for All Students

##### Applicable Student Groups: All Students

- e) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.
- f) School staff will maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.
- g) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.
- h) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.

## 1.7 Systematic Approach to Monitor Academic Performance and Progress for English Learners

### Applicable Student Groups: English Learners

- f) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.
- g) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.
- h) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.
- i) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.
- j) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.

### Expected Annual Measurable Outcomes:

- **Independent Study Program: Teacher Credentials** – Greater than 90%
- **Teachers Appropriately Assigned and Credentialed** – Establish baseline results and then exceed annually
- **DASS One-Year Graduation Rate** – Improve annually or exceed the 2023 Statewide or County DASS school average
- **Combined Four- and Five-Year Graduation Rate** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Chronic Absenteeism Rate** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **CAASPP ELA: Average Distance from Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **CAASPP Mathematics: Average Distance from Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average

- **Grade 11 CAASPP ELA: Met or Exceeded Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Grade 11 CAASPP Mathematics: Met or Exceeded Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **English Learner Progress Indicator (ELPI)** – Improve annually or exceed the 2023 Statewide or County DASS school average
- **English Learner Reclassification Rate** – Greater than 10%
- **Measures of Academic Progress by NWEA: Reading** - Greater than 60%
- **Measures of Academic Progress by NWEA: Language** - Greater than 60
- **Measures of Academic Progress by NWEA: Mathematics** - Greater than 60%
- **California Science Test** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Student Attendance/Participation Rate** – Greater than 84%
- **Middle School Dropout Rate** – Less than 5%
- **High School Dropout Rate** – Less than 5%
- **Student Confidence Survey** – Greater than 90%

**Goal 2:** Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.

*Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (State Achievement), 7 (Access to Broad Course of Study), and 8 (Outcomes in Broad Course of Study)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

#### 2.4 Standards Aligned Course of Study and Curriculum for All Students

Applicable Student Groups: All Students

- f) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).
- g) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.

- h) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.
- i) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).
- j) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.

## 2.5 Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students

### Applicable Student Groups: English Learners and Low-Income Students

- g) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide.
- h) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.
- i) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.
- j) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.
- k) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.
- l) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation.

## 2.6 Strategies and Resources for All Students Designed to Increase College and Career

### Preparedness

### Applicable Student Groups: All Students

- j) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.
- k) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.
- l) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.
- m) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.
- n) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.
- o) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.
- p) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.
- q) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.
- r) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.

**Expected Annual Measurable Outcomes:**

- **Availability of standards aligned instructional materials to every student – 100%**
- **Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education – 100%**
- **Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills – 100%**
- **Increase the annual number of students completing college credit courses – Increase annually**
- **Increase annual student participation in Advanced Placement (AP) Courses – Increase annually**
- **Maintain High-Quality and relevant established CTE Career Pathways- At least 11 CTE Pathways**
- **Core Courses will be aligned to CCSS – 100%**

- **Science Courses will be aligned to NGSS – 100%**
- **ELA and Social Science Courses will be aligned to ELD Standards – 100%**
- **Core Courses will be UC A-G approved – 100%**
- **CTE Courses will be aligned to CTE Model Curriculum Standards – 100%**
- **Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway – Establish baseline results and exceed annually**
- **Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU – Establish baseline results and exceed annually**
- **Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway - Establish baseline results and exceed annually**
- **Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher - Establish baseline results and exceed annually**
- **Maintain a compliant and accessible Work Experience Education (WEE) Program – Fully compliant and accessible WEE Program**

**Goal 3:** Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.

*Aligned to State Priorities 2 (Implementation of State Academic Standards) and 6 (School Climate)*

**Actions:** In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

### 3.4 Professional Learning Focused on Improving Academic Performance for All Students

Applicable Student Groups: All Students

- r) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.
- s) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.
- t) Learning Leads will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.
- u) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).

- v) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.
- w) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.
- x) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.
- y) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.
- z) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.
- aa) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- bb) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.
- cc) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- dd) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.
- ee) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- ff) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.
- gg) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.



- hh) Provide instructional staff with training and support related to effective use of Zoom for virtual interaction and instruction, including Scribe to facilitate hybrid teaching environments.

### 3.5 Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth

#### Applicable Student Groups: English Learners, Low-Income Students, and Foster Youth

- h) Instructional staff will receive training on the CA EL Roadmap to build understanding and expertise about the needs of ELs and research-based programs and practices.
- i) English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies.
- j) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth.
- k) Instructional staff will receive specialized training on how to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country/school system.
- l) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills.
- m) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.
- n) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.

### 3.6 Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth

#### Applicable Student Groups: English Learners, Low-Income Students, and Foster Youth

- g) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations.
- h) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices.
- i) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting.
- j) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups.
- k) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement.
- l) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.

**Expected Annual Measurable Outcomes:**

- **Teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners – 90%**
- **Teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards – 90%**
- **English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction – At least six English Learner trainings offered throughout the school year**
- **Instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment- Greater than 90%**
- **Staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations- Greater than 90%**
- **Students surveyed will report high levels of satisfaction with their overall educational experience - Greater than 90%**
- **Parents and family members surveyed will report high levels of satisfaction with their child’s overall educational experience- Greater than 90%**

**Goal 4:** Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.

*Aligned to State Priority 6 (School Climate)*

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

4.4 Safe and Supportive School Environment for All Students

Applicable Student Groups: All Students

- k) Executive School Safety Committee will meet regularly to implement the School Safety Plan.
- l) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.
- m) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.
- n) Sustained implementation of ZenDesk to facilitate facility ticketing/monitoring systems.
- o) Installation of Brivo card access controls at all resource centers and office
- p) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.
- q) Provide nursing services to support the overall health and social-emotional well-being.
- r) Provide a Mental Health & Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.
- s) Provide students and parents with opportunities for input into safety planning.
- t) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid.

4.5 Social, Emotional, and Behavioral Support Systems for All Students

Applicable Student Groups: All

- j) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.
- k) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.
- l) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.
- m) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.
- n) Character and Leadership Development Program to promote health, wellness, and academic achievement.
- o) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.
- p) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.
- q) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services.
- r) Meal and Nutrition Program to promote student health and well-being.

#### 4.6 Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth

##### Applicable Student Groups: Low-Income Students and Foster Youth

- e) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.
- f) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.
- g) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.

- h) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.

**Expected Annual Measurable Outcomes:**

- **Suspension Rate** – Less than 1.5%
- **Expulsion Rate** – Less than 1%
- **Student Safety Satisfaction Rate** – Greater than 90%
- **Parent Safety Satisfaction Rate** – Greater than 90%
- **Compliant School Safety Plan** – Altus Schools Coachella Valley will maintain a compliant rating on its School Safety Plan

**Goal 5:** Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.

***Aligned to State Priorities 1 (Basic Services) and 3 (Parent/Family Engagement)***

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

5.2 Engagement Opportunities and Innovative Teaching Approaches for All Students

**Applicable Student Groups:** All Students

- o) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.
- p) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.
- q) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000, and Naviance.
- r) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.
- s) Technology and Operations staff will maintain innovative resource centers, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.
- t) School staff will maintain facilities, equipment, and instructional materials to meet the “best practices” standards for Next Generation Science Standards lab work.

- u) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.
- v) Communications Department staff will update the school's website features and content to provide accurate and timely information to parents and community members.
- w) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.
- x) School staff will update the school's online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration, and communication.
- y) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.
- z) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods.
- aa) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.
- bb) Conduct marketing in local communities to increase awareness and recruit students and families in need of innovative learning methods to reengage in school and prepare for post-high school pathways.

## 5.2 Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth

### Applicable Student Groups: English Learners, Low-Income, and Foster Youth

- f) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.
- g) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.
- h) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.
- i) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.

- j) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.

**Expected Annual Measurable Outcomes:**

- **Facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning** – 100% of school facilities
- **Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events** - Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students
- **Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences** - Maintain or expand opportunities for parental and family member participation for students with exceptional needs
- **Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members** – Establish baseline and increase partners as needed
- **Provide six Family Learning Series to all parents and family members** – At least six
- **Parents will report that Resource Centers provide innovative learning opportunities for students** – More than 90%

## Element C: Methods of Assessment and Other Uses of Data

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**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).*

### OVERVIEW

Altus Schools Coachella Valley shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Altus Schools Coachella Valley shall utilize methods of assessments in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. ASCV affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a school accountability report card as required by Education Code Section 47605(c)(5)(C).

### ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of Altus Schools Coachella Valley. No single assessment or data indicator can provide all the information needed to make informed decisions about every student's learning. A collection of measures that is focused on academic standards mastery and promotes positive student outcomes can provide meaningful insights about each student's achievement and the Charter School's effectiveness.

Altus Schools Coachella Valley will utilize a variety of assessments, both formative and summative, and key indicators to demonstrate achievement of academic standards and school-wide learning outcomes. These measures will be utilized to demonstrate student achievement and engagement as it aligns to the Eight State Priorities. These will include, but will not be limited to:

#### State-Mandated Assessments

- CAASPP assessment system (e.g., the Smarter Balanced Summative Assessments in English Language Arts/Literacy and Mathematics, California Science Test (CAST), and the California Alternate Assessments (CAA))
- ELPAC – Initial and Summative Assessments, including Alternate Assessments
- Physical Fitness Test – (“PFI”)

#### Local Assessments

- NWEA MAP Growth Assessments (Reading, Language Usage, and Mathematics)
- CAASPP Smarter Balanced Interim Assessments in English Language Arts/Literacy and Mathematics



- End-of-course examinations aligned to State Standards
- Unit tests, quizzes and learning checks
- Lexile scores
- Portfolios
- Exhibitions
- Oral presentations
- Rubrics
- Student/parent/mentor observations
- Performance-based and skill demonstrations
- Surveys

#### **Other Key Performance Measures**

- Course Completions (including UC a-g and CTE completions)
- Academic Grade Point Averages
- Suspension and expulsion rates
- Participation Rate (Attendance)
- Dropout Rate (1 year)
- Graduation Rate (1 year)

#### **Optional Assessments**

- PSAT
- ACT
- SAT
- AP
- CPP
- HiSET

Altus Schools Coachella Valley intends to apply for the DASS program, and shall comply with all applicable requirements under the state accountability system, including the California School Dashboard. Due to the special target population that Altus Schools Coachella Valley intends to serve, the focus will be to reengage and motivate students to continue towards the achievement of their PPEP which focuses on positive student outcomes.

The evaluation and analysis of the assessments and measures above will be embedded in each student's PPEP. Student performance and progress on state mandated assessments, including the SBA in ELA and Math, the CAST, Alternative Assessments (as applicable), and the Summative ELPAC will be measured annually. Local assessments (MAP Growth and Smarter Balanced Interim Assessments) will be used throughout the year to determine progress towards standards mastery. End-of-course exams, unit tests and learning checks on State Standards, portfolios, exhibitions, surveys and other measures will be monitored daily, weekly and/or monthly through the student's PPEP in order to individualize and target students learning needs based on strengths and deficiencies. As part of the PPEP, students will complete surveys through Naviance that teachers can utilize to enhance engagement opportunities to keep students on track towards their post-high school plans. Optional assessment results through the PSAT, SAT, ACT and APs will

also be evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

The School Coordinator will also meet with teachers three times throughout the school year to conduct a thorough analysis of individual student progress on key measures aligned to State Priorities. These progress reviews will be shared with the student and parent(s) to determine any additional curricular and instructional supports and services that are necessary to support positive student outcomes. In addition, students' self-reflection on strengths and challenges will be a valuable tool that guides teachers' instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning.

## **USE AND REPORTING OF DATA**

Use of assessment data and measures of academic outcomes allow teachers to differentiate instruction based on students' strengths, interests, and talents; and set goals and plans for students. Assessment data and key measures will also allow the charter school to evaluate programs for continuous improvement and instructional strategies implemented to increase student outcomes. Data will also be used to target professional development for teachers.

Altus Schools Coachella Valley will have a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. The Charter School will make data available through the Student Information System (SIS) known as School Pathways. School Pathways will contain data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff will have broad access to SIS, and teachers will have access to student data. The system generates reports that will be circulated to the administration, faculty, support staff, students, and parents. The Storybook will also be a tool to report data monthly and annually on key performances measures aligned to the State Priorities. ASCV will publish the Storybook for the purpose of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders will evaluate data including: school participation (attendance), credit completion rates, MAP scores, dropout rates, graduation rates, CAASPP results, ELPAC results and other measures of student achievement and engagement during monthly instructional meetings to improve the instructional and operational programs within the Charter School. Data will be disaggregated by student groups and special populations to closely monitor the progress of socioeconomically disadvantaged students, EL students, homeless and foster youth, and students in special education programs. At the end of the year, each monthly Storybook will be compiled into an Annual Storybook document used to demonstrate success and identify areas of improvement for each school year. Teachers will utilize Illuminate's Data and Assessment platform to review learning checks and unit assessments to identify continued areas of growth to assist students with standards mastery. End of course exam data in Illuminate will be used to evaluate instructional strategies and curriculum for any revision or enhancement needs.

Information on the educational performance and progress of students will be regularly provided to all stakeholders. Data will be shared with parents and other community stakeholders in a variety of ways. Parents will receive ongoing updates through the PPEP process from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results will be shared on the Charter School's website, at parent trainings, during Open House, and at ELAC meetings. Results will also be sent home to inform parents and students of their performance on assessments such as CAASPP, ELPAC and Fitnessgram. Parents and the community will have access to the schools California School Dashboard outcomes, the annual School Accountability Report Card (SARC) posted on the Altus Schools Coachella Valley website, the CDE's Dataquest system, and Board of Director meetings.

### **SARC and LCAP**

Altus Schools Coachella Valley shall comply with state mandated requirements applicable to charter schools regarding the SARC and LCAP each year. Outcomes on assessments and key measures above are aligned to State Priorities and will be reported annually in the SARC and the LCAP Annual Update.

## Element D: Governance Structure

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**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).*

### NON-PROFIT PUBLIC BENEFIT CORPORATION

Altus Schools Coachella Valley (“ASCV” or “Charter School”) will be a directly funded independent charter school, and will be operated by Altus Schools Southern California (“Altus Schools”), a California non-profit public benefit corporation pursuant to California law upon approval of this charter. The corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The corporation is responsible for Altus Schools Coachella Valley’s operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

The Altus Schools Southern California corporation operates the following charter schools: (1) *Audeo Charter School II*, authorized by the San Diego County Office of Education and located in the geographical boundaries of Carlsbad Unified School District; (2) *Audeo Charter School III*, authorized by Escondido Union School District and located in the geographical boundaries of the district; (3) *Altus Schools East County*, authorized by the State Board of Education located in the boundaries of Grossmont Union School District; (4) *Altus Schools South Bay*, authorized by the State Board of Education and located inside the geographical boundaries of Sweetwater Union School District.; (5) *Audeo Valley Charter School*, authorized by the Riverside County Board of Education and located in the geographical boundaries of Moreno Valley Unified School District; and *Mirus Secondary*, authorized by Hesperia Unified School District and located in the geographical boundaries of the district.

The Charter School will 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 the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, please find the corporation’s Articles of Incorporation as **Appendix E**, Proof of “Active” Status for Corporation as **Appendix F**, Bylaws as **Appendix G**, and Conflict of Interest Code as **Appendix H**.

### BOARD OF DIRECTORS

The ASCV will be governed by the Altus Schools nonprofit Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors, except for the representative that may be appointed by the District, shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors and no more than nine, unless changed by amendment to the bylaws. Any representative of the chartering authority body of a charter school operated by the Corporation who is appointed to be a director shall be a voting member of the Board. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the Board shall appoint a Parent Representative to the Board. The Parent Representative must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Each director shall serve for terms of six (6) years and until a successor director has been designated and qualified. The Parent Representative shall hold office for no more than four (4) years.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with an odd number of directors.

Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Following are the names and biographies of the current Board of Directors:

### **Wayland Myers**

*Board Chairperson*

Wayland Myers is the CEO of Myers Media Group, LLC (“MMG”). With over 30 years of traditional and digital marketing experience Wayland Myers commands a deep knowledge of the online landscape.

Wayland founded his third company, Myers Media Group, LLC in 2007. Over the last 17 years, MMG has become a unique multimillion-dollar marketing technology company that offers an advanced audience acquisition & growth platform called MarketPage™ to Fortune 5000 clients like Expedia, Advance Auto Parts, Wayfair, AirBnB and more. With his innovative approach to growth and unique view of the online landscape he has forged long lasting partnerships resulting in tens-of-millions of dollars of incremental revenue for his clients.

As Google is moving more and more toward AI driven results, Wayland has consistently been a champion of helping businesses by innovating AI enhancements into traditional marketing technologies capable of reacting to the swiftly changing online market. He fully understands the complexity and breadth of challenges faced by enterprise level domains today, and constantly strives to solve them in unique, scalable ways.

### **Chris Gordon**

*Board Member*

Chris Gordon is a dynamic business owner and operator with a depth of experience in leadership roles across diverse industries. His journey began at the University of Richmond, where he majored in Leadership Studies and Spanish. Following graduation, Chris embarked on a transformative adventure, traveling through Central America to produce a documentary film that illuminated the beauty and challenges of life in a large trash dump community in Managua, Nicaragua.

Upon his return to the United States, Chris found his calling in the nonprofit sector at the Atlanta Mission, where he immersed himself in marketing and fundraising. It was during this time that his passion for small businesses ignited, witnessing firsthand the life-changing impact of economic empowerment on families.

Transitioning to San Diego, California, Chris delved into the world of SAAS-based technology companies, where he cultivated a versatile skill set across Customer Service, Channel Sales Management, Business Development, Product Management, and Enterprise Sales.

In 2014, Chris's digital acumen caught the attention of a business mentor, leading him to join a print and promotional products manufacturing business. Over the next 8 years, Chris played a pivotal role in the company's exponential growth, tripling sales, expanding product divisions, and pioneering a robust ecommerce solution. Their innovative solutions became the preferred choice for large real estate brokerages across the country, furthering his expertise and interest in the intersection of digital innovation and physical products.

In 2022, fueled by a desire for entrepreneurial freedom, Chris founded RE3 Gifts, quickly establishing it as a trusted partner for custom product and campaign design, brand recognition, and culture building for leading brands in banking, technology, and home services.

Beyond his professional pursuits, Chris finds fulfillment in family, and the outdoors.

Committed to giving back to the community, Chris is honored to serve on the Board of Altus Schools Southern California. With a heart for making a positive impact, Chris continues to push boundaries and inspire change both in business and in his community.

### **Jim Herr**

*Board Member*

Jim has been active at Parron Hall for over 40 years but, in fact, he has been involved in the business his entire life. As he says, “having been born into it, I learned a lot sitting around the kitchen table growing up.” His education didn’t end there however – he graduated Magna Cum Lauda with a degree in finance. While highly qualified to own and run Parron Hall which was founded in 1947, the business enjoys continued success due to Jim’s loyalty and philosophy about working with his team of 45 people. “I really allow people to work for our customers with great support from leadership, and I reward outstanding performance. We are very team oriented. We allow people to excel at what they are good at.” Looking at the 12-year average tenure of Parron Hall’s staff, the longstanding list of loyal clients and years of successful ownership, it’s clear that Jim’s leadership style creates a winning environment for everyone.

### **Cristina Stevens**

*Board Member*

Cristina brings over 25 years of extensive experience with Hydraulic Controls, Inc., where she has held diverse roles and demonstrated her expertise in various capacities. Currently, as a member of the senior leadership team, Cristina is instrumental in establishing performance standards within a manufacturing setting. Her primary responsibility lies in motivating a highly efficient team of technicians, assemblers, and customer service associates while fostering a safe and positive workplace environment.

Recognized as a service-oriented leader, Cristina actively advocates for process improvement practices that yield significant business outcomes. She prioritizes compassion towards her workforce, overseeing critical aspects of training and retention processes. Through her guidance, Cristina ensures that her team members receive the necessary support and development opportunities to excel in their roles.

Furthermore, Cristina's commitment to education led her to join the Altus Schools Board of Directors. Having personally witnessed the positive impact of Altus Schools' educational program within her own family, she is dedicated to leveraging her extensive knowledge and professional expertise to uphold the exceptional standards of education provided by Altus Schools. By actively contributing to the board, Cristina aims to guarantee that these schools continue to serve as outstanding educational options for students.

**Board Meetings and Duties**

The Board of Directors will meet regularly, at least one (1) meeting per quarter and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Board of Directors may designate that a meeting be held at any place within the jurisdiction of the Corporation (as defined by Education Code Section 47604.1(c)(4)) that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of Altus Schools Coachella Valley including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.
- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.
- Contracting with outside sources for operations oversight and audit.
- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.

- Approving the Charter School’s personnel policies and monitoring their implementation.
- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the CharterSchool.
- The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:
  - Be in writing;
    - Specify the entity designated;
    - Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
    - Require an affirmative vote of a majority of Board members.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

### **Conflict of Interest Code and Compliance with Laws**

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as **Appendix H**. The Code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the Charter School.

The Charter School shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, the corporation shall comply with all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

As the Altus Schools corporation operates multiple charter schools that are not located in the same county, the Charter School and the Board affirm compliance with all provisions of Education Code Section 47604.1(c)(4):



(A) For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.

(B) A two-way teleconference location shall be established at each school site and each resource center.

(C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

### **Board Training**

The Board of Directors conducts training for individual board members on their fiduciary duties and responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

## **SCHOOL COORDINATOR**

The School Coordinator will be the instructional leader of the Charter School. The School Coordinator will ensure that the curriculum is implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the ASCV. The School Coordinator will report directly to the Board of Directors, and she/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The School Coordinator shall be assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Coordinator shall communicate and report to the Board of Directors as needed.

The School Coordinator shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure ASCV enacts its mission and vision;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Initiate, participate in, and oversee fundraising for Altus Schools Coachella Valley;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of ASCV;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;

- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the resource center(s);
- Promote ASCV in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the ASCV annual performance report, the SARC, and the LCAP;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

## **PARENT INVOLVEMENT IN GOVERNANCE**

Altus Schools Coachella Valley's philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Parent representative on Board of Directors
- Parent/Student/Teacher Master Agreement (See **Element A: Educational Program**)
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning

As noted above, part of the Charter School's educational plan for students participating in independent study is an agreement between parents and the School known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and

cooperation that ensures success of the Charter School's educational program and full compliance with all applicable legal requirements. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

An important tenet of the Charter School's philosophy is that parents choose to send their children to ASCV because they have high expectations of the Charter School and the benefits that they and their children will receive. In turn, the Charter School has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. Pursuant to Education Code Section 47605(n), Altus Schools Coachella Valley shall encourage, but not require, volunteer parent participation in the Charter School, and 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.

In addition, parents shall be frequently surveyed for input relating to the Charter School's academic program, learning environment, student support services and safety. Samples of instructional materials across the curriculum shall always be on display and accessible to parents for review.

Information regarding Board of Director meetings shall be readily available to parents on the school website and posted at entrances to administrative offices. Portals to the student information system shall be made available to 100% of parents for access to student assignments, grades, and special notifications. The Charter School shall strive to ensure that annual parent survey results indicate high parent satisfaction with multiple opportunities for involvement.

## Element E: Employee Qualifications

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**Governing Law:** *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

### OVERVIEW

Altus Schools Coachella Valley shall not discriminate against any applicant 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).

All Charter School staff shall operate under contracts with Altus Schools and be evaluated on an annual basis using a process developed by the Charter School.

### QUALIFICATIONS FOR ALL STAFF

The Board of Directors is responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents/guardians as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social and emotional as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continuing education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the Charter School's development.

All individuals employed by Altus Schools must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but

not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and tuberculosis risk assessment.

## SCHOOL COORDINATOR QUALIFICATIONS

The School Coordinator and any other administrator at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the School Coordinator shall possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School. The School Coordinator supervises and oversees the day-to-day instructional program as it relates to students, parents, and instructional staff. This oversight includes a systemic, focused approach on improving outcomes across all students and student groups as measured by academic and engagement indicators relating to local assessments, state mandated testing, graduation rates, student retention data, learning productivity outcomes, and credit rates.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid California clear single subject or multiple subject teaching credential
- Hold a CLAD or BCLAD Certification
- Hold a valid [California clear or preliminary](#) administrative credential and have teaching experience in an independent study program.
- TB clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Have knowledge of current research and best practices in use in secondary and alternative schools, current curriculum and State Standards, secondary school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of State Standards, including CCCS and NGSS.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.
- Knowledge of curriculum development, instructional practices, and local/state assessments
- Instructional strategies to support academic growth of specific student groups
- Knowledge of Professional development creation and facilitation
- Utilization of a MTSS process to improve student engagement

- Knowledge of Independent study law and charter school compliance
- Knowledge of teacher credentialing and certificated staff qualifications
- Knowledge of state mandated programs impacting charter schools
- Experience with supervision and evaluation of certificated staff
- Knowledge of data analysis to drive instructional shifts and improvements

## TEACHER QUALIFICATIONS

The Charter School shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. The Charter School shall comply with Education Code Section 47605(l), which states:

*Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.*

Teachers of English Learners at ASCV are required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

Accordingly, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a California clear or preliminary single or multiple subject teaching credential
- Hold CLAD or BCLAD certification
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Demonstrate subject-matter competence in the core areas in which they teach.

The Charter School shall work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers to further develop in their respective positions. Each student participating in independent study will be assigned to a teacher of record who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies.

The Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve students work assignments without the approval of the teacher of record.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be training in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent/guardian as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents/guardians and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

Additional qualifications are:

- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.
- Knowledge and experience with curriculum tools and instructional strategies
- Proficient with online educational platforms and virtual conferencing tools
- Self-starter who thrives on challenge and is able to multi-task
- Excellent organizational, time management, and record keeping skills
- Experience supporting student groups, including English Learners, Gifted students, Homeless/Foster youth, and Special Education students

#### JOB DESCRIPTION AND REQUIRED CREDENTIAL FOR SPECIAL EDUCATION TEACHERS

Special Education Teachers provides support for the instructional program for students with special needs, pertinent information and consultant services to staff members and parents, on-going student assessment and evaluation, on-going planning with regular resource center teachers.

#### REPRESENTATIVE DUTIES:

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- Develops educational plans for the purpose of meeting the individual needs of exceptional students.
- Evaluates students for the purpose of identifying student needs.
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives.
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program.
- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process.
- Schedules services for students for the purpose of providing efficient and effective services.
- Maintains all special education records and timelines on compliance issues.

#### KNOWLEDGE AND ABILITIES:

- Resource Center management strategies
- Cognitive restructuring and pro-social skills development
- Various academic assessment tools in reading, language arts, and mathematics
- Strategies for student motivation
- Instructional strategies involving computerization
- Secondary curriculum
- Cooperative learning models
- IEP process
- Laws and regulations related to special education
- Work with students from all ethnic and cultural backgrounds
- Administer, score, and interpret academic assessment testing and develop applicable goals and objectives for student services
- Provide consultant services to regular resource center teachers and ancillary staff
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery
- Work with teachers to develop and maintain teaming/communication
- Modify core curriculum and implement appropriate teaching strategies

#### REQUIRED CREDENTIAL AND REQUIREMENTS:

- California Clear or Preliminary Education Specialist Instruction Credential Mild/Moderate or Moderate/Severe
- CLAD or BLCAD Certification
- Master's Degree preferred
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI



## JOB DESCRIPTION AND REQUIRED CREDENTIAL FOR INDEPENDENT STUDY TEACHERS

Independent Study teachers guide the instructional program for all students through developing a pathways personalized education plan unique to each student. ASCV teachers should be competent, energetic, student-centered educators with good management and organizational skills, who understand adolescents, are able to motivate students, set high expectations, welcome accountability, and are good team players.

### REPRESENTATIVE DUTIES:

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- Improve each student's ability to read, write, compute, speak, and problem solve; monitor and document this progress through a variety of assessment techniques.
- Implement the educational program required at ASCV
- Upon completion of the pathways personal education plan assessment, undertake those activities that result in the student achieving his/her academic and career goals.
- Create and maintain a community outreach effort to engage students, parents/guardians, residents, feeder school communities, counselors, health and social service providers, neighborhood businesses, partnerships and alliances, and community based organizations. This active engagement will be achieved by documented home, school, and community visitation, telephone calls, personal conferences, letters, etc.
- Select, orient, provide leadership and supervise assistants and volunteers.
- Maintain compliance with resource center budgets, including expenses and student work product, protect and account for resource center assets.
- Perform accurate and timely accounting of student activities, i.e., master agreements, course contracts, portfolios, credit reports, contact logs, intervention sheets, and other documents deemed necessary for compliance.
- Demonstrate evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.
- Other duties as assigned.

### KNOWLEDGE AND ABILITIES:

- Engage and motivate students toward success; knowledge and experience with curriculum and teaching strategies.
- Facilitate learning and develop individualized education plans.
- Counseling skills.
- Thrive on challenge, autonomy, and accountability.
- Excellent organization, time management, and record keeping skills.
- Experience with special student populations: at risk, gifted, foster, homeless, ELL, etc.
- Be creative and resourceful.
- Possess computer skills.

- Administer the complex operation of a storefront location.

**REQUIRED CREDENTIAL:**

- California Single Subject Teaching Credential
- Master's Degree preferred

## **OFFICE PERSONNEL QUALIFICATIONS**

The School Clerk will be selected by the School Coordinator on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection is based on experience, professional attitude, skills and ability to perform the job duties for the position.

Accordingly, the minimum qualifications for Office Personnel are:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background clearance through the DOJ and FBI

Additional qualifications are:

- Demonstrate commitment to the mission and vision of the Charter School.
- Ability to collaborate with faculty and staff, students and parents.
- Ability to attend community events to represent the Charter School.
- Operation of a computer and assigned software
- Record-keeping and filing techniques
- Oral and written communication skills
- Telephone techniques and etiquette
- Strong customer relations
- Interpersonal skills using tact, patience, and courtesy

## **BUSINESS/FINANCIAL PROFESSIONAL**

ASCV shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of the Charter School. Such services are provided by an employee or employees of ASCV. Any such employee shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar or providing the services of a Chief Business Officer or Chief Financial Officer or similar to a California public school (charter or non-charter).

## Element F: 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).*

Altus Schools Coachella Valley shall comply with all applicable safety laws and shall maintain health and safety policies to ensure the well-being of students and faculty. In order to provide safety for all students and staff, ASCV implements a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. The Charter School shall review such policies and procedures with its insurance carriers and risk management experts on at least an annual basis in order to maintain them as legally compliant and in accordance with best practices and these policies are subject to revision and review/approval by the Altus Schools Board of Directors prior to the commencement of each school year. These procedures are incorporated as appropriate into Charter School's student and employee handbooks and shall also be reviewed with each faculty member during orientation prior to the commencement of each school year and are reviewed on an ongoing basis by the School Coordinator, and Board of Directors, and in Charter School's staff development efforts. The Charter School submits a school safety plan to the CDE/SBE annually. The Charter School shall ensure that staff are trained annually on the health and safety policies. An early draft of these procedures is attached as **Appendix II**.

The following is a summary of the health and safety policies of the Altus Schools Coachella Valley:

### Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Coordinator shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the School Coordinator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **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.

### **Immunizations**

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

### **Medication in School**

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

### **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.

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

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

### **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

### **Menstrual Products**

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of ~~this~~ Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

### **All Gender Restrooms**

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

### **Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period.

The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

### **Recess**

To the extent that this Charter School operates any facilities attended by students, as of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Mental Health Education**

If the Charter School offers one or more courses in health education to students in grades 7-12, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

### **Mental Health Information**

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **School Safety Plan**

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

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- Procedures for conducting tactical responses to criminal incidents
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Coordinator and, if there is merit to the concern, the School Coordinator shall direct the School Safety Plan to be modified accordingly.

### **Workplace Violence Prevention Plan**

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

### **Bloodborne Pathogens**

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

### **Facility Safety**

ASCV shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

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

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

### **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

### **Supporting LGBTQ Students**



Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

### **Homicide Threats**

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **Gun Safety Notice**

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **Transportation Services**

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

## ELEMENT G: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

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**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 district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

Altus Schools Coachella Valley shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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).

The Charter School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic, English Learner, and special education balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of *promotional and informational material* that appeals to all of the various racial and ethnic, English Learner, and special education groups represented in the District. The goals are to build brand awareness, direct target population to the school's website and create leads for enrollments. Platforms to utilize are Display Ad placements, Google Ad search, and Social Media.
- The development of appropriate *promotional and informational materials* in languages other than English to appeal to limited English proficient populations. The development of the promotional and information materials that appeals to all the various and ethnic groups in *Element A: Educational Program under Target Student Population, Figure 37*. The goal is to build brand awareness, direct target to the school's website and create leads for enrollment. Marketing platforms will target parents with children between ages of 12-17 years old with a household annual income of under \$40,000, and Spanish speaking parents with children between the ages of 12-17 years old and with a household annual income of under \$40,000. The language delivery of 60% of the marketing platforms will be in Spanish. Some of the platforms are Display Ad Placements, Google Ad Search, and Social Media.
- Outreach meetings in several areas of the District for prospective students and parents. Based on Desert Sands demographics, Altus Schools Coachella Valley has identified media

strategies similar to what was identified in the promotional and informational strategies above. These tools will be utilized to reach Community and Business Organizations to support the outreach.

- Collaborate with community organizations to network with families in need of the school's educational model. Additionally, providing open houses and tours for the community.
- Organizations that are identified which are in close proximity of the Palm Desert Community Center, Portola Community Center, Coachella Valley Recreation, United Way of the Desert, Family YMCA of the Desert, Palm Desert Area Chamber of Commerce, etc.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education and EL student and other interest groups represented in the district.
- Charter School shall monitor and report the diversity of the school's student population on an annual basis.
- The Charter School shall monitor the diversity of the Charter School's student population on an annual basis.

*Figure 55. 2023-2024 Student Demographics compared to DSUSD*

<b>Student Demographics 2023-2024 School Year (CBEDS)</b>		
<b>Ethnicity</b>	<b>Mirus Palm Desert RC</b>	<b>Desert Sands Unified School District</b>
African American	2.5%	1.4%
American Indian/Alaskan Native	0.0%	0.3%
Asian	0.0%	2.2%
Filipino	0.8%	0.7%
Hispanic or Latino	80.5%	75.7%
Pacific Islander	0.0%	0.1%
White	12.7%	15.2%
Two or More Races	3.4%	2.1%
Not Reported	0.0%	2.3%
<b>Other Student Groups</b>		
Socioeconomically Disadvantaged	66.9%	76.4%
Students with Disabilities	16.1%	12.3%
English Learners	8.5%	19.7%
Foster Youth	0.0%	0.6%
Homeless Youth	2.5%	1.4%
Migrant Education	0.0%	0.5%

\*Source: CDE DataQuest, 2023-24, accessed May 17, 2024.

## Element H: Admission Policies and Procedures

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**Governing Law:** *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

Altus Schools Coachella Valley 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. The Charter School shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at the Charter School. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at the Charter School. The determination of school capacity shall be based on the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the Charter School, and the level of interest shown by students who want to attend the Charter School.

Admission of a pupil to the Charter School's independent study program shall be consistent with state laws and regulations governing independent study programs.

The Charter School admission process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level
- After admission, the Charter School shall have the following requirements that must be met by each student and their family before beginning classes at the Charter School:
  - Attend an orientation to receive an enrollment packet
  - Complete enrollment forms including emergency information cards
  - Complete Home Language Survey
  - Provide records documenting immunizations required by charter schools including tuberculosis risk assessment
  - Signed Parent/Teacher/Student Master Agreement
  - Release of school records and test results<sup>1</sup>
  - Voluntarily choose to enroll in the Charter School

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students,<sup>2</sup> who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Residents of the District
3. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed.

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<sup>1</sup> The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

<sup>2</sup> For admission in the 2024-25 school year, "existing students" is defined to include students who attended Mirus in 2023-24.

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Coordinator). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

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

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

## Element I: Financial Audits

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***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).*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall 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.

An audit committee of the Altus Schools Board of Directors will oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the Charter School's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the Riverside County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. The Charter School shall strive to maintain the highest level of internal control and complies with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan which focuses on the issue(s) identified and presents a timeline for rectifying the concern, which shall be submitted to the Charter School Board of Directors with recommendations on how to address the concern. A remediation plan shall be developed that identifies the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that the Charter School has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## Element J: Pupil Suspension and Expulsion Policy

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**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 schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.*

*Education Code Section 47605(c)(5)(J).*

### Policy

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County, Mirus Secondary and Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the



procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's Policy and Procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians<sup>2</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

“involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

## **Procedures**

### **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.

### **B. Enumerated Offenses**

**1. Discretionary Suspension Offenses.** Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 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 it not limited to electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.

- 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) 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.
- 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 Policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but it not limited to electronic files and databases. For purposes of this Policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own

safety or for 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 their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 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 students in any of grades 7 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

ii. A post on a social network Internet Web site including, but not limited to:

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

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

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

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

**3. Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective

student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this Policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 7 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 7 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:



- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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 School Coordinator or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

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

The term "destructive device" means (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.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

### **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 School Coordinator or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

#### **2. Notice to Parents/Guardians**

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

#### **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by

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

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

#### **4. Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### **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 either by the neutral and impartial ASSC Board of Directors following a hearing before it, or by the neutral and impartial ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **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 School Coordinator or designee determines that the student has committed an expellable offense, and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ASSC Board for a final decision whether

to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session 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 student. The notice shall include:

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School . The entity presiding over the hearing 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.
8. 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.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their 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.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing 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 recommendation 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. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, 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 their testimony heard in a session closed to the public.

### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

### **J. Written Notice to Expel**

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted 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 Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

#### **K. Disciplinary Records**

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

#### **L. No Right to Appeal**

The student shall have no right of appeal from expulsion from the Charter School as the ASSC Board of Directors' decision to expel shall be final.

#### **M. Expelled Students/Alternative Education**

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

#### **N. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

#### **P. Notice to Teachers**



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

**Q. Removal Due to Noncompliance with Independent Study Requirements**

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

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

**1. Notification of SELPA**

Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

**2. Services During Suspension**

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

**3. Procedural Safeguards/Manifestation Determination**

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- d. 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
- e. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### **4. Due Process Appeals**

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability

to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

### **5. Special Circumstances**

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

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

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

### **6. Interim Alternative Educational Setting**

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

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## Element K: Employee Retirement Systems

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**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).*

Eligible employees of the Charter School shall be members of the California State Teachers' Retirement System ("CalSTRS") and eligible employees of the Charter School shall be members of the California Public Employees' Retirement System ("CalPERS") and federal Social Security. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

The Charter School shall make all required employee contributions to the respective retirement systems on behalf of its employee members.

## Element L: Public School Attendance Alternatives

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**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 may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School 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 M: Employee Return Rights

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**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 public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any 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 N: Dispute Resolution Procedures

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**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).*

### DISPUTES BETWEEN THE CHARTER SCHOOL AND THE AUTHORIZER

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District. The intent of this dispute resolution process is to (1) resolve internal disputes within Altus Schools Coachella Valley pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes between the Charter School and the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the Authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and School Coordinator of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the 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.

The District Superintendent and Altus Schools Coachella Valley's School Coordinator, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and School Coordinator, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and School Coordinator, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and School Coordinator, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.



## **INTERNAL DISPUTES**

Disputes arising from within Altus Schools Coachella Valley, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the Charter School, shall be resolved pursuant to internal dispute resolution policies and processes developed by Altus Schools Coachella Valley. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School for resolution pursuant to the Charter School's policies.

## Element O: School Closure Procedures

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**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).*

Closure of the Altus Schools Coachella Valley (“ASCV” or “Charter School”) will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Riverside County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents 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 the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School 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 (“FERPA”), 20 U.S.C. § 1232(g). The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the Riverside 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 entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its 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 the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. 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.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

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

The Charter School will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

## Miscellaneous Charter Provisions

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

### BUDGETS AND FINANCIAL REPORTING

Attached, as **Appendix A** and **Appendix B**, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs (as a continuing charter school)
- Financial projections and cash flow for the first four years of operation

These documents are based upon the best data available to the petitioners at this time.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
2. By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and Riverside County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Altus Schools Coachella Valley shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

The Charter School shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The Charter School shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. The Charter School shall ensure a high level of fiscal accountability. The Charter School shall adopt an annual budget prior to July 1 of each year. The Charter School shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

## **INSURANCE AND INDEMNIFICATION**

The ASCV shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. The Charter School shall maintain and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon direction of the District:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$5,000 deductible, a \$100,000 Self Insured Retention and an excess policy limit of \$500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.
- Auto, general liability and wrongful acts, including errors and omissions, with a \$3,000 deductible, a \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is underwritten by Safety National Insurance.
- Additional coverage in excess of \$5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of \$50,000,000 per occurrence.
- Employment practices liability coverage with a \$3,000 deductible and \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is provided by Safety National Insurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention. Excess workers' compensation coverage of \$900,000 is provided by ACE American Insurance/Chubb. Excess workers' compensation at \$1,000,000 to statutory limits is underwritten by Safety National Insurance Company.

The Authorizer shall be named as an additional insured on all policies of ASCV. Evidence of the above insurance coverage shall be provided to the Authorizer any time upon request.

Pursuant to Education Code Section 47604, the Authorizer shall not be liable for the debts or obligations of the Charter School. The Charter School shall hold harmless, defend, and indemnify the Authorizer, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the Authorizer, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

## ADMINISTRATIVE SERVICES

***Governing Law:*** *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(b).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

## FACILITIES

***Governing Law:*** *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(b).*

The Charter School intends to be located at:

- 72840 Highway 111  
Palm Desert, CA 92260

The Charter School shall maintain an administrative office at:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)  
10170 Huennekens Street  
San Diego, CA 92121
- Bonita Training Center  
3252 Bonita Road  
Chula Vista, CA 91910

## TRANSPORTATION

The Charter School will not provide transportation to and from school, except as required by law.

## ATTENDANCE ACCOUNTING

Altus Schools Coachella Valley will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

## OVERSIGHT

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

## POTENTIAL CIVIL LIABILITY EFFECTS

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

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

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

Further, Altus Schools Coachella Valley intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of Altus Schools Coachella Valley shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general

liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

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



## Conclusion

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By approving this charter for the establishment of Altus Schools Coachella Valley, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2025 through June 30, 2030.