

CHARTER OF THE

# SHASTA CHARTER ACADEMY

A CALIFORNIA PUBLIC CHARTER  
SCHOOL



For the term July 1, 2021 – June 30, 2026

## TABLE OF CONTENTS

Affirmations and Declaration .....	3
Introduction.....	6
History.....	6
Accomplishments from the Past Charter Term.....	6
Charter Renewal Criteria .....	7
Element 1 Educational Program .....	18
Element 2 Measurable Pupil Outcomes.....	22
Element 3 Methods to Assess Pupil Progress Toward Meeting Outcomes .....	25
Element 4 Governance Structure of SCA .....	26
Element 5 Employee Qualifications .....	28
Element 6 Health and Safety Procedures.....	29
Element 7 Means to Achieve Student Population Balance Reflective of the District .....	30
Element 8 Admission Policies and Procedures.....	31
Element 9 Financial Audit .....	34
Element 10 Pupil Suspension and Expulsion Policy and Procedures.....	35
Element 11 Retirement Systems .....	54
Element 12 Public School Attendance Alternatives .....	55
Element 13 Employee Return Rights.....	56
Element 14 Dispute Resolution .....	57
Element 15 School Closure Procedures .....	59
Miscellaneous Provisions.....	61
Budgets and Financial Reporting.....	61
Administrative Services .....	62
Potential Civil-Liability Effect .....	62
Facilities.....	63
 Appendix A.....	 2004 California Senate Resolution 36
Appendix B.....	Board Bylaws, Articles of Incorporation, Conflict of Interest Code
Appendix C.....	Budget, Budget Assumptions and Financial Projections
Appendix D.....	Learning and Continuity and Attendance Plan
Appendix E .....	LCAP

## **AFFIRMATIONS AND DECLARATION**

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As the authorized lead petitioner, I, **Benjamin Claassen**, hereby certify that the information submitted in this renewal petition for a California public charter school named **Shasta Charter Academy** (“SCA” or the “Charter School”), operated by **Shasta Secondary Home School, Inc.** (“SSHS”), and authorized by the **Shasta Union High School District** (“SUHSD” 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 renewal 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:

- SCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 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)]
- SSHS declares that it shall be deemed the exclusive public school employer of the employees of Shasta Charter Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- SCA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- SCA shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- SCA shall admit all students who wish to attend SCA, unless SCA 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 Sections 47605(e)(2) and 51747.3, admission to SCA shall not be determined according to the place of residence of the student or of that student’s parents 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 SCA in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- SCA 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)]
- SCA shall adhere to all provisions of state and federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- SCA 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)]
- SCA shall ensure that teachers in SCA hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. SCA 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) and 47605.4(a)]
- SCA shall at all times maintain all necessary and appropriate insurance coverage.
- SCA 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 SCA without graduating or completing the school year for any reason, SCA 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)]
- SCA 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, SCA. [Ref. Education Code Section 47605(n)]
- SCA 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)]
- SCA shall on a regular basis consult with its parents and teachers regarding SCA's education programs. [Ref. Education Code Section 47605(d)]
- SCA shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- SCA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), and 47610]

- SCA 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”).
- SCA shall comply with the Public Records Act.
- SCA shall comply with the Family Educational Rights and Privacy Act.
- SCA shall comply with the Ralph M. Brown Act.
- SCA shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- SCA shall comply with the Political Reform Act.
- SCA shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

## **INTRODUCTION**

### **History**

Shasta Charter Academy was founded in 1999 by Lynn Peebles, in partnership with Shasta Union High School District, and was then known as Shasta Secondary Home School. As a free public charter school, Shasta Secondary Home School (as it was then known) served students in Shasta County and its surrounding counties, using the Personalized Learning model of education, in which each family, working with a supervising teacher, chooses the methods by which each student is educated for each course. The teacher, called a facilitator, works with the family to develop and modify or supplement curriculum to address the student's individual needs.

When the Charter School opened, it consisted of Mr. Peebles and 26 students. It has grown to over 25 staff and serves nearly 300 students per year in grades 9-12.

During the summer of 2014, the Charter School's name was changed to Shasta Charter Academy because the Charter School has evolved to serve students through six (6) different learning methods and a name that more accurately described the Charter School was needed. Only the name and school colors changed, and the Charter School continues to serve students and families with care, pride, and professionalism.

The Charter School has phased out serving 6-8<sup>th</sup> grade students as of the end of the 2016 school year, and now only serves students in grades 9-12.

### **Accomplishments from the Past Charter Term**

Since 2016, the school accountability system has changed in California from the Academic Performance Index to an accountability system called the California School Dashboard ("Dashboard"). This system provides a summary of each public school's performance based on a variety of criteria. Dashboard data is currently only available from 2017-2019, in selected criteria. Some data categories are also not available due to small populations ( $n \geq 11$ ) at the Charter School, that could expose individual student identities. Additionally, no Dashboard or California Assessment of Student Performance and Progress ("CAASPP") data was available for the 2019-2020 school as all state assessments were waived due to the COVID-19 pandemic. While there is room for growth, SCA has shown growth, especially in the area of Graduation Rate, achieving the second highest graduation rate in Shasta Union High School District.

In the spring of 2017, the Charter School again earned a six (6) year WASC accreditation, with a three (3) year progress report, continuing its history of earning a solid record of accreditation.

The Charter School has also transitioned to a new Chief Business Official and has added multiple new staff to fill vacant positions, primarily due to retirements.

In June 2015, the Charter School purchased a new resource center located at 307 and 333 Park Marina Circle in Redding. This resource center has allowed the Charter School to meet the

evolving needs of its student body and offer a greater depth of resources by increasing on-site course offerings.

The Charter School has developed a strong robotics program over the past six years, with SCA teams earning first through fourth places in the local league and teams qualifying for the state competition in three of the last six years.

The Charter School has also created a sustainable Forestry Challenge Team program with one student team in the last five years placing second in the state competition after taking first place in the local competition. Last year, the team placed fourth in the local completion and qualified for the state championship which unfortunately was cancelled due to COVID-19.

SCA has also added many new on-campus class options. New offerings include the return of the traditional mathematics sequence of Algebra1, Geometry, and Algebra 2 at both college prep (“CP”) and non-CP levels. Other new offerings include Ceramics, Beginning and Advanced Robotics, Digital Photography, Work Experience, Glass Sculpture, and Fishing.

The Charter School has also significantly increased its UC a-g courses, as reflected in the increased College and Career Dashboard indicator.

Another achievement is the continuing rate of student registration for dual enrollment in Shasta College classes. Last spring 36% (n=100) of SCA students were enrolled in a Shasta College class, and this fall 31% of SCA students registered for at least one Shasta College class as part of their high school course work. This percentage remains consistent with between 30-40% participation from year to year. SCA does not offer AP classes because the dual enrollment program is such an effective method of student learning. It is not uncommon for students to graduate with significant excess credits, and for the Charter School to even have 15-20 early graduates on an annual basis. This early introduction to college success leads many students to continue onto higher education, as evidenced by consistent requests from SCA graduates requesting transcripts for Shasta College.

Enrollment at Shasta Charter Academy has remained steady, with the Charter School growing slowly each year. At the start of the 2020-21 school year, SCA has its largest student body yet: 275 students.

### **Charter Renewal Criteria**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill (“AB”) 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported in the California School Dashboard, and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, AB 1505 also created a three-tiered system of evaluating charter schools’ performance. Each of the three tiers has unique qualifying criteria.

The California Department of Education provided a Charter School Performance Category Data File. The file provides the analysis of each Charter School in the State of California and provides the performance category for Charter Renewal. **Per the CDE's analysis, SCA is in the Middle Performance Category.**

Regarding middle tier, Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

The chartering authority shall consider a five (5) year renewal for SCA based on the performance schoolwide, and the performance of all subgroups of pupils served by the school, on the state and local indicators on the Dashboard.

The following shall serve as confirmation that SCA meets the legal requirement for Charter Renewal under the Middle Performance Category, and that the Charter School provides a benefit to the community and the Charter School's students and that renewal is in the students' best interests:

**California State Dashboard - State Indicators:**

Due to the COVID-19 pandemic, the State waived CAASPP testing for 2020, and as such there are no results for the 2019-2020 school year. The Charter School is therefore providing Dashboard data for 2018-2019 and 2017-2018, schoolwide and for all numerically significant student subgroups.



**Schoolwide:**

Year	Suspension Rate	English Learner Progress	Graduation Rate	College and Career	CAASPP English Language Arts	CAASPP Mathematics
2017-2018	0%	No data	89.7% (declined 1.7%)	50% (increased 12.2%)	5 pts. above standard (declined 31.8 pts)	55.8 pts. below standard (increased 7.2 pts.)
2018-2019	0%	No data	96.3% (increased 6.2%)	53.7% (increased 3.7%)	18 pts. above standard (increased 13 pts.)	59.5 pts below standard (declined 3.7 pts.)
Source: caschooldashboard.org Accessed 9/23/2020.						

**Observations and Conclusions:**

SCA schoolwide Dashboard data shows overall improvement from 2017-18 to 2018-19. Suspension rates both year in at the highest rate (blue), indicating no suspensions. In 2018-19, the graduation rate also moved into blue by increasing over 6% from the previous year. There were also increases in college and career and ELA scores in 2018-19. Math CAASPP scores slightly declined to yellow.

### Subgroups:

2018-19 Dashboard subgroups	Suspension Rate	English Learner Progress	Graduation Rate	College and Career	CAASPP English Language Arts	CAASPP Mathematics
Students with Disabilities	0%	No data	No data	No data	No data	No data
Hispanic	0%	No data	90.9%	72.7%	No data	No data
Two or More Races	0%	No data	100%	54.5%	No data	No data
Socio- economically Disadvantaged	0%	No data	97.3%	45.9%	11.1 pts. above standard (28.9 pt. increase)	74.7 pts. below standard (21.4 pt. increase)
White	0%	No data	96.6%	50.8%	12.1 pts above standard (8.7 pt. increase)	67.2 pts below standard (11.4 pt. decline)
Source: caschooldashboard.org Accessed 9/23/2020.						
2017-18 Dashboard subgroups	Suspension Rate	English Learner Progress	Graduation Rate	College and Career	CAASPP English Language Arts	CAASPP Mathematics
Hispanic	0%	No data	No data	No data	No data	No data
Socio- economically Disadvantaged	0%	No data	84.6%	35.9%	17.8 pts. below standard (declined 33.2 pts.)	96.2 pts. below standard (declined 24 pts.)
White	0%	No data	90.2%	49.2%	3.4 pts. above standard (declined 30.4 pts)	55.8 pts below standard (increased 15.5 pts.)
Source: caschooldashboard.org Accessed 9/23/2020.						

### Observations and Conclusions:

SCA subgroups Dashboard data shows improvement from 2017-18 to 2018-19 in graduation rates, with all reportable subgroups in the blue. SCA actually achieved the second highest graduation rate in the District in 2018-2019. Suspension rates both year in at the highest rate (blue), indicating non suspensions for all reportable subgroups. All reportable subgroups increased or maintained in College and Career, CAASPP English and Mathematics, except for at 11.4 point decline in the White subgroup in Mathematics. Note: subgroups reporting varies widely at SCA due to the

relatively small student body size which then significantly affects year over year comparisons and several groups have no assignable color due to this fact.

### **MEASURABLE INCREASES IN ACADEMIC PERFORMANCE**

Charter Schools in the middle track must also meet the following requirement:

*(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*

*(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*

*(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

*(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .*

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

### **NWEA MAP Testing Results**

In the Spring of 2018, SCA began testing the student body in grades 9-11 using the NWEA MAP testing to assess students in the areas of Mathematics, Reading, and Language Usage twice per year. This assessment tool is used by many Shasta county districts. The purpose of this testing was to determine incoming student strengths and needs, measure and document individual student academic growth, and indicate schoolwide academic data trends. Additionally, all new students were being assessed after enrollment but before making final course placement determinations, in order to support proper placement.

Testing was successfully completed in the Spring of 2018 semester (March) and then during the first week of the Fall 2019 semester (August) but then the COVID pandemic struck and, due to quarantine and social distancing restriction from Shasta county Public Health, California Department of Public Health, the school was unable to conduct Spring 2020 or Fall 2020 testing. See data below for testing sessions that were completed. Note that conclusions regarding student achievement should be limited due to not having 2 data points in each school year and improvement is trans-year in nature i.e. the 9<sup>th</sup> graders tested in Spring 2018 second data point would be in 10<sup>th</sup> grade 2019-2020.

## Mathematics

	Spring 2018-2019 Testing	Fall 2019-2020 Testing
9 <sup>th</sup> Grade	238	239
10 <sup>th</sup> Grade	232	246
11 <sup>th</sup> Grade	240	238

MATHEMATICS															
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242					58-73
CCR (ACT >= 22)	Spring						226	232	238	243	246	248*			66-78
CCR (ACT >= 24)	Spring						230	237	243	248	252	254*			75-86
CCR (SAT >= 530)	Spring						225	232	237	241	243	245*			64-73
NWEA	Fall	160	181	196	211	223	234	241	249	256	259	262	266	269	95
NWEA	Fall	152	172	188	202	214	224	231	238	244	246	249	252	254	84
NWEA	Fall	146	166	181	195	207	217	223	229	234	236	239	242	244	69
NWEA median	Fall	140	160	175	188	200	209	215	220	225	226	229	232	233	50
NWEA	Fall	133	154	169	182	192	202	207	212	216	217	219	222	222	31
NWEA	Fall	127	148	162	175	185	194	199	203	206	207	209	211	212	16
NWEA	Fall	119	140	154	166	176	184	188	192	194	194	196	198	197	5

Source: NWEA MAP Growth Comparative Data

## Mathematics Observations:

- Students in 9<sup>th</sup> grade improved from approximately 70<sup>th</sup> percentile to 83<sup>rd</sup> percentile.
- Students in 10<sup>th</sup> grade improved from approximately 52<sup>nd</sup> percentile to 68<sup>th</sup> percentile.

## Reading

	Spring 2018-2019 Testing	Fall 2019-2020 Testing
9 <sup>th</sup> Grade	227	233
10 <sup>th</sup> Grade	236	229
11 <sup>th</sup> Grade	231	236

READING															
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225					56-61
CCR (ACT >= 22)	Spring						215	220	224	227	230	232*			60-67

CCR (ACT >= 24)	Spring						218	223	227	230	233	234*			68-73
CCR (SAT >= 480)	Spring						209	214	218	220	222	225*			45-53
NWEA	Fall	157	177	197	214	224	231	237	241	246	250	251	253	256	95
NWEA	Fall	149	169	187	203	213	221	227	231	235	238	239	241	243	84
NWEA	Fall	143	162	180	195	205	213	218	222	226	228	230	232	233	69
NWEA median	Fall	137	156	172	187	197	204	210	214	218	219	221	224	224	50
NWEA	Fall	131	150	165	178	188	196	202	206	210	209	213	215	214	31
NWEA	Fall	124	143	157	170	180	188	194	198	201	200	204	206	205	16
NWEA	Fall	117	135	147	159	169	178	183	187	190	188	192	194	191	5

Source: NWEA MAP Growth Comparative Data

#### Reading Observations:

- Students in 9<sup>th</sup> grade maintained approximately 68<sup>th</sup> percentile.
- Students in 10<sup>th</sup> grade maintained approximately 68<sup>th</sup> percentile.

#### Language Usage

	Spring 2018-2019 Testing	Fall 2019-2020 Testing
9 <sup>th</sup> Grade	223	232
10 <sup>th</sup> Grade	226	221
11 <sup>th</sup> Grade	228	224

LANGUAGE USAGE												
		2	3	4	5	6	7	8	9	10	11	2020 Norms percentile
NWEA	Fall	200	213	222	228	233	237	240	242	244	245	95
NWEA	Fall	190	203	212	219	224	227	230	232	234	236	84
NWEA	Fall	182	195	205	211	217	220	223	224	226	228	69
NWEA median	Fall	174	188	197	204	209	213	216	217	219	221	50
NWEA	Fall	166	180	190	197	202	205	208	209	211	213	31
NWEA	Fall	158	172	182	190	195	198	201	201	204	206	16
NWEA	Fall	148	163	172	180	186	188	191	191	194	196	5

Source: NWEA MAP Growth Comparative Data

#### Language Usage Observations:

- Students in 9<sup>th</sup> grade declined from approximately 68<sup>th</sup> percentile to 54<sup>th</sup> percentile.
- Students in 10<sup>th</sup> grade declined from approximately 69<sup>th</sup> percentile to 52<sup>nd</sup> percentile.

#### Overall Conclusions:

NWEA MAP data indicates that students showed strong growth in Mathematics, maintained above average performance in Reading and declined in Language Usage. If students only achieved one year of growth, their percentile rank should remain the same, however the increased percentile indicates more than one year of growth in Mathematics which has been a school focus in this last

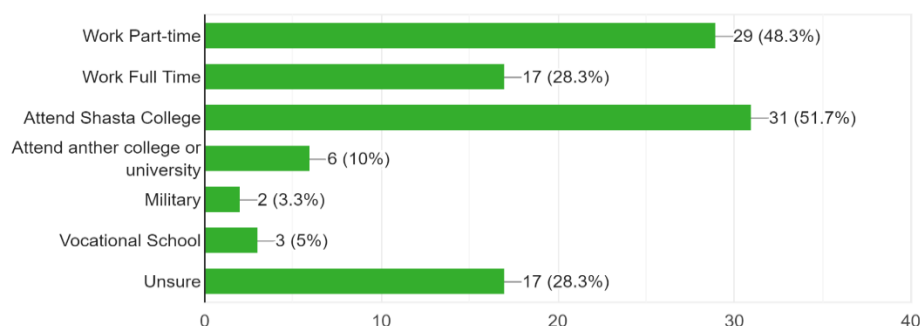
charter period. It should be noted that while there was a sufficient gap between testing for these results to be considered valid, summer break did interrupt instruction, which has been shown to contribute to learning loss and because Fall 2019 testing was conducted the first week of school, students had received no review before completing the assessment so it would be reasonable to conclude that this is valid data sample of student knowledge in these three academic areas.

## SCA Senior Survey Results

Every year, Shasta Charter Academy surveys graduating seniors regarding their plans after high school graduation. See results in the data table below for the 2020 graduating class based on the responses of 60 students out of a possible 79 graduates.

What are your plans within the next year?

60 responses



Students were accepted to the following postsecondary education institutions

- Grand Canyon University
- Western Oregon University
- CSU Humboldt
- Agnes Scott College
- University of San Diego
- UC Merced
- University of Nevada, Reno
- University of Arizona
- University of Oregon
- Indiana University
- CSU Chico
- Vanguard University
- Brigham Young University – Idaho

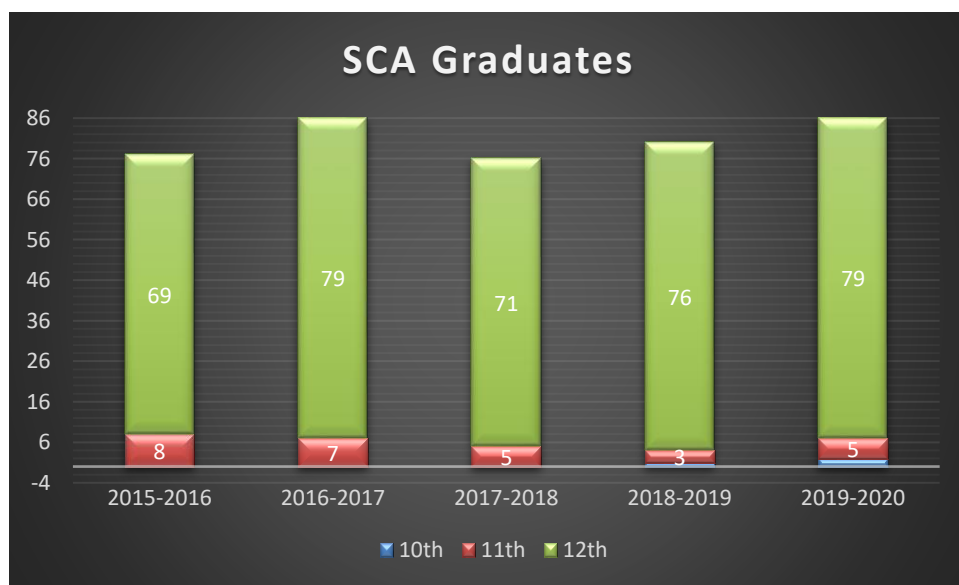
SCA graduates during the last five years have also attended the following four year colleges and universities.

- Cal Poly, San Luis Obispo
- UC Davis
- UC Berkeley
- UC San Diego

- UC Santa Cruz
- Brigham Young University, Provo
- George Fox University
- Simpson University
- Oregon State, Corvallis
- Creighton University
- William Jessup University
- University of Idaho

### SCA Graduate Enrollment Rates at Shasta Community College

Many of SCA's students that wish to pursue post-secondary education transition to Shasta Community College after graduating from SCA. Below are data tables created by Seth Abrahamson, a primary researcher at Shasta Community College, documenting the number of SCA graduates that enroll for the first time as college students at Shasta Community College ("Recent Grads") their first year after graduating from SCA and total number of first time enrolled students that are SCA graduates, by year ("All SCA Grads")



Source: Aeries SIS (accessed 10/22/20)

	10th	11th	12th	Total
2015-2016	0	8	69	77
2016-2017	0	7	79	86
2017-2018	0	5	71	76
2018-2019	1	3	76	80
2019-2020	2	5	79	86

## SCA Graduates Spring 2015-Spring 2020

All SCA Grads	
Term	Students
2015 U	21
2015F	66
2016 S	74
2016 U	29
2016F	84
2017 S	84
2017 U	40
2017F	97
2018 S	97
2018 U	47
2018F	110
2019 S	101
2019 U	51
2019F	115
2020 S	108

Recent SCA Grads	
Term	Students
2015 U	2
2015F	8
2016 S	8
2016 U	6
2016F	27
2017 S	30
2017 U	12
2017F	34
2018 S	41
2018 U	10
2018F	33
2019 S	33
2019 U	7
2019F	38
2020 S	41

SCA Grads by Year	
Acad. Year	Students
2015-16	87
2016-17	109
2017-18	126
2018-19	136
2019-20	151

Recent SCA Grads	
Acad. Year	Students
2015-16	11
2016-17	36
2017-18	48
2018-19	43
2019-20	46

School year	SCA Graduates	SCA Grads Enrolled at SC	Percentage
2015-2016	77	11	14%
2016-2017	86	36	42%
2017-2018	76	48	63%
2018-2019	80	43	53%
2019-2020	86	46	53%



These tables indicate an increasing trend of SCA students enrolling at Shasta Community College, with peak years occurring in 2019-2020 for SCA graduates by year and a steady enrollment for the last three years for recent SCA graduates. With average graduating classes of between 75 to 80 students annually, the last three years indicate over 50% of SCA graduates annually enroll at Shasta Community College immediately after graduating. According to a report prepared by the National Student Clearinghouse for North State Together, an average of between 43-46% of Shasta County high school graduates enroll in a college immediately after high school. When compared only with Shasta Community College data, SCA students are enrolling at the rates above immediately after graduating, indicating a higher number SCA graduates enrolling at Shasta College immediately after graduating high school in the last 3 out of 5 years.

## ELEMENTS OF THE CHARTER

### 1. Educational Program

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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).*

The Charter School will support the vision of SUHSD in “Educating every student for success.” With this in mind, SCA offers the following statement of mission:

**“Shasta Charter Academy, grades 9-12, honors and serves the family’s choice to *personalize learning* according to their children’s strengths.”**

SCA’s target students and their parents are those who desire to be educated in a Personalized Learning educational model, as memorialized in the 2004 California Senate Resolution 36, attached as Appendix A. In this model of education, “...uniquely tailored, personalized learning programs....are developed through an ongoing partnership between certificated teachers, parents, pupils, and personalized learning schools, according to the individual need of each and every enrolled pupil; and supported by the Charter School through a broad-based and in-depth array of learning programs, environments, and curriculum choices for each pupil...” The Personalized Learning model of education requires a high degree of parental or guardian involvement in the motivation, monitoring and development of each parent or guardian’s student. Learning best occurs for an SCA student utilizing a variety of learning modalities, including home-based education, resource center based courses, online learning options, taking a concurrent course at a local high school, or taking courses through a college or university. The choice of learning modality is student need based. This focus on learning options is reflective of the SCA vision of producing students who are equipped to be adult learners who are adaptable to a wide variety of

post-secondary learning opportunities and are readily able to adapt to evolution in job markets and be self-directed learners who are capable of accomplishing his or her goals.

Special student populations are of particular interest to the staff of SCA. Unlike many schools of its size, SCA is its own LEA for special education purposes and assigns special education students to a special education credentialed facilitator. SCA contracts with professionals in the community to provide additional services for each student's needs.

SCA also provides staff with special training for working with academically low achieving students and provides resource center based classes in mathematics, English, science, and technology, and electives to support them in their learning. Academically low achieving is defined as being credit deficient or consistently earning low grades. The Charter School also offers regular math tutoring and provides one-on-one tutoring with a qualified staff member for other subject areas, as needed. Each student and his or her parent/s or guardian/s also meets with the Charter School's Director (Superintendent) to review the student's academic history when the student applies for enrollment. The Director then collaborates with the family to create a personalized learning plan for the student. The Charter School employees also routinely conference with each other to student's academic needs.

Academically gifted students are also targeted for academic support. Academically gifted students are defined as those who sustain a strong college preparatory pattern of course work and achieve high grades. Many take college courses through Shasta College or the CSU Young Scholars program to accelerate their educations. For example, in the spring semester of 2020, 36% of students enrolled were registered for at least one (1) college class. However, it should be noted that Shasta College enrollment is open to all SCA students who earn recommendation from their facilitator, the high school guidance counselor, and/ or the Charter School's Director. The Charter School also has a full-time guidance counselor and all facilitators are regularly updated with pertinent college information which is then passed on to students. The staff also actively counsels interested students in making college class choices. The Charter School is also WASC accredited and updates its UC A-G list annually.

Students with medical needs and anxiety are also special populations that are attracted to SCA. Due to the relational and self-paced nature of personalized learning, these students are well served at SCA by their facilitators with support from the high school guidance counselor and Director.

## **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, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

All students who indicate that their home language is not English will be assessed using either the Initial English Language Proficiency Assessments for California ("ELPAC") or the Summative ELPAC, based on the current state guideline and assessment timelines. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

- **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- 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.
- 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.

Due to the nature of Shasta County's ethnic demographics, SCA serves a small population of English Learners. Interpretation services will be provided to students or their parents who indicate a need for such services to participate in facilitator meetings or other Charter School events.

### **Being an Educated Person in the 21<sup>st</sup> Century**

Personalized Learning is truly a 21<sup>st</sup> century, service-oriented model of education. What will this actually look like? As one moves about the environment of SCA, he or she would see education taking place in many different learning methods. One student might be taking a biology class at the SCA Resource Center in the school science lab. During the same semester that student could be seen reading his or her U.S. History course textbook and taking notes in the Resource Center library or at home in front of the fireplace. Additionally, this same student could be taking violin lessons from a qualified community instructor and playing in the Shasta Youth Symphony. If this

student's parent is a forester, the student could put together a video presentation on a local ecosystem and present it to other students. The student could also be working on his or her writing skills with a facilitator using Google Docs to facilitate collaboration or taking an English 1A class at Shasta College.

All of this activity is purposefully and moving students toward achievement of Common Core State Standards and helping the student to achieve his or her educational and career goals.

It is the objective of SCA to enable students to become self-motivated, competent, lifelong learners.

### **Special Education**

Services for students with special education needs will be provided by the Charter School as a participating local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA"), in accordance with the SELPA's regulations. Pursuant to Education Code Section 47641(a), the Charter School is its own LEA for purposes of special education. The Director is the Special Education Director. The Charter School employs properly credentialed resource specialist staff. The Charter School will contract for all other needed special education services to be provided by appropriately qualified and, if needed, certified personnel. SCA shall comply with all state and federal laws regarding students with disabilities, including but not limited to Section 504 and IDEA requirements.

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.

### **Post-Secondary Supports**

Because SCA is accredited by the Western Association of Schools and Colleges ("WASC"), our credits are transferable to any other public school should a student transfer prior to graduation. Also, SCA has an approved list of courses that meet the entrance requirements for California public universities (the "a-g" list). A transcript of courses and credits can be given to students or sent to other schools for proof of courses completed. The transcript shows the course name, the grade, number of credits, and if the course is one of the A-G approved courses.

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

SCA has provided a reasonably comprehensive description of its annual goals and actions, schoolwide and for all numerically significant pupil subgroups, in the state priorities, as well as student outcomes aligned with the state priorities, in its Local Control and Accountability Plan ("LCAP"), which has been submitted to SUHSD and is updated annually.

## 2. Measurable Pupil Outcomes

*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).*

For students earning a diploma, student outcomes will be tied to the graduation requirements of the District, except in rare cases for students who enter SCA credit deficient and reside outside of SUHSD boundaries. These students will need to meet State graduation requirements in order to graduate on schedule. In the broad sense, these could be expressed as Desired Student Learning Results (“DSLRS”).

Our school’s DSLRs were re-developed by students, parents, and staff during the 2010-2011 school year as part of our WASC accreditation process to keep us focused on what is most important for our students and our learning community. Our list of DSLRs is a living document, open to new ideas from the Charter School stakeholders. The following is a current list of our DSLRs:



## DESIRED STUDENT LEARNING RESULTS

*Shasta Charter Academy, grades 9-12, honors and serves the family's choice to personalize learning according to their children's strengths.*

### ◆ **Be prepared for options after high school**

- Pursue excellence in core academic skills (1,3,5,9,10)\*
- Receive guidance toward higher education (2,3,4,5)\*
- Continually adapt to evolving technologies (1,5,7,8,11)\*
- Investigate personal career education options (2,3,4,5,8,11)\*

### ◆ **Be independent, critical thinkers**

- Direct personal lifelong learning (1,2,5,6)\*
- Demonstrate positive decision making skills (1,2,5,6,8)\*
- Develop and maintain independent thinking (1,5,7,8)\*

### ◆ **Develop a strong, positive attitude about self**

- Develop personal integrity, ethics and resiliency (1,5,6,8,11)\*
- Exemplify habits of personal well-being (1,5,6)\*
- Accept responsibility for own actions (1,5,6,8,11)\*

### ◆ **Understand and respect differences**

- Appreciate individuals of diverse backgrounds and abilities (1,5,6,7,8,11)\*
- Increase community and cultural awareness (1,5,8,11)\*
- Cultivate a global perspective (1,5,7,8)\*

### ◆ **Develop relevant foundational life skills**

- Develop an appreciation of fine art and literature (1,5,7,8)\*
- Resolve problems and use opportunities creatively (1,5,6,7,8,11)\*
- Prepare students for diverse options in career choices (1,4,5,8,11)\*
- Demonstrate effective interpersonal communication skills (1,5,6,7,8,11)\*
- Become effective, competent and assertive in self advocacy (1,5,6,8,11)\*

#### **\*MEASUREMENT TOOLS**

1. Grades, assignments, coursework, test scores
2. Survey Report(s)
3. Attendance at workshops
4. Use of interest inventories, e.g., Kuder Career Navigator
5. Observation by students, parents and staff
6. CA Safe Schools; Student Study Team meetings; Medi-Cal Administrative Activities; Individual Education Program
7. Projects
8. Community Service and/or employment accountability
9. SARC (School Accountability Report Card)
10. API (Academic Performance Index) and/or AYP (Adequate Yearly Progress)
11. Work Experience, Internships, C.T.E.

At a more narrow, definable level that can be assessed in a variety of ways, the SCA student outcomes will align with SUHSD graduation requirements as follows:

English	40 credits	}	Core academic skill areas
Math	30 credits		
Science	20 credits		
Social Science	40 credits		
Physical Education	20 credits		
Practical/Vocational	10 credits		
Fine Art	10 credits		
Electives	60 credits		
Proficiency in reading, writing, math, and technology			

Facilitators and teachers will work together developing curriculum based on the Common Core State Standards and all State Standards. SCA will offer appropriate programs for students below, at, or above grade level. Students who desire to meet University of California “a-g” requirements will be able to do so by working with and having weekly access to an appropriately credentialed teacher and the school counselor.

At least 80% of SCA students will show one grade or skill level worth of progress each academic year, as evidenced by test scores and successful completion of required portfolios assessments. Because the Personalized Learning style allows students to utilize personal strengths and multiple modes of learning, very few students ever need to repeat courses. SCA educational staff will use the data available from student progress measurements to continually assess the Charter School’s academic curriculum.

SCA has provided a reasonably comprehensive description of student outcomes aligned with the state priorities in its Local Control and Accountability Plan, which is submitted to SUHSD and is updated annually. Please find the 2019-2020 LCAP attached in the Appendix E. In addition, see Appendix D for the Learning Continuity and Attendance Plan for the 2020-2021 school year, which was specified by the state in lieu of the LCAP for this school year.



### **3. Methods to Assess Pupil Progress Toward Meeting Outcomes**

*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).*

SCA students will be assessed in each of the academic skill areas. The traditional methods of evaluation and assessment will be expanded to include outcome-based methods using portfolios, projects, interviews, and real-world experiences along with standardized tests. Using multiple assessments allows for a more authentic representation of student achievement.

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the School Accountability Report Card.

#### 4. Governance Structure of SCA

*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).*

Shasta Charter Academy is operated by SSHS, Inc., a California non-profit public benefit corporation with 501(c)(3) tax exempt status, and is a direct funded and independent Charter School.

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 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 as 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.

In accordance with Education Code 47604(c), the SUHSD Board of Trustees may have one seat on the Charter School's Advisory Board (the "Board"). This position may be filled at the discretion of the SUHSD Board.

The Charter School's Advisory Board of shall manage the business and affairs of the corporation. As required by law, the members shall act only as a Board. The Board will comply with the Brown Act, the Public Records Act, the Political Reform Act, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1. (See Appendix B for the Board Bylaws, the Articles of Incorporation, and the Conflict of Interest Code for SCA.)

The Board will govern the Charter School, developing policy and conducting long-range planning. The Board will consist of at least five members from the community including at least one parent representative, one certificated staff representative, and one community representative. Administrative duties such as planning, budgetary expenditures, and daily operation of the program will be the task of the SCA administration, which is accountable to the Board. It is a goal of the Advisory Board to involve not only SCA staff in school governance, but also parents, and other stakeholders. Paramount is a governance structure that supports the SCA vision of education. When a position on the Board is available, the position is publicly noticed on the school campus and parents are encouraged to apply.

The duties of the School Director are as follows:

- To work cooperatively with SUHSD to ensure programmatic compliance with state law
- To execute the requirements of the Shasta Charter Academy charter
- To expand the Personalized Learning model of education and its application at Shasta Charter Academy
- To recruit, select, assign, develop, and evaluate Shasta Charter Academy staff
- To supervise effective internal and external communication systems
- To ensure the equitable use of the resources allocated to Shasta Charter Academy
- To supervise the special education program of Shasta Charter Academy
- To support the operations of the Shasta Charter Academy Advisory Board
- To represent Shasta Charter Academy effectively to the public

Because of the home-school emphasis, the role of the parent will be prominent, as a home-based instructor and supporter of the overall program. The parent is required to meet with the student facilitator at least every 20 school days to plan, help evaluate, and recommend curriculum choices for the student.

## 5. Employee Qualifications

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

SCA will comply with Education Code Sections 47605(l) and 47605.4(a) and will retain or employ teachers who hold the California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing required for the teacher's certificated assignment. Each student will be assigned a "teacher of record" (also known as a facilitator) who is responsible for overseeing the student's academic progress and monitoring the Student Master Agreement, and is responsible for all grading and matriculation decisions.

The Director, who is the Charter School principal and chief executive of the Charter School, Chief Business Officer ("CBO"), who manages the finances of the Charter School, and other administrators will have appropriate certificates and credentials. The qualifications for the Director include: experience and/or formal training in education administration; valid teaching credential; administrative credential (preferred); Master's Degree in Education; and comprehension of charter school law and personalized learning philosophy. The qualifications for the CBO include: knowledge of charter school operational, budgetary, and accounting policies and procedures; CBO certification (preferred); experience and/or formal training in education administration (preferred); valid teaching credential (preferred).

Qualification of all employees shall be sufficient to ensure the health and safety of the Charter School's faculty, staff, and pupils.

The Charter School may also develop cadre of community partners or vendors to support student instruction. These vendors are not under the supervision of the school and serve as independent contractors.

All community partners or vendors will possess experience and expertise appropriate for their duty as determined by the Charter School's administration and shall pass a background check before being able to bill the school for services to students.

## 6. Health and Safety Procedures

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

SCA will continually follow a set of health, safety, and risk management policies. They address at least the following topics:

- Immunization records
- Natural disasters and emergencies
- Blood-borne pathogens
- Facilities requirements
- Drug, alcohol, and tobacco free school
- Role of staff as mandated child abuse reporters
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis
- Suicide prevention policy
- Prevention of human trafficking
- Feminine hygiene products
- Nutritionally adequate free or reduced price meal
- California Healthy Youth Act
- Emergency preparedness
- Comprehensive anti-discrimination and harassment policies and procedures
- Bullying prevention

The School will also annually revise its School Safety Plan, consistent with Education Code Section 32282(a)(2)(A)-(J).

Criminal background checks for all employees shall be done in compliance with Education Code Sections 45125.1 and 44237. SCA 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.

These policies are addressed in SCA's comprehensive health and safety policies, which are on file at the primary resource center and are available for inspection. These policies will be reviewed on a regular basis in the Charter School's staff development efforts and policy updates.

## 7. Means to Achieve Student Population Balance Reflective of the District

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

SCA will implement a student recruitment strategy that includes procedures that ensure a balance of racial and ethnic pupils, special education pupils, and English learner pupils that is reflective of the general population of the District. These procedures may include: enrollment timelines that allow for a broad-based application process and the distribution of promotional materials across the service area of the Charter School.

The Charter School provides an open enrollment policy for its legally permitted service area in the same manner as the comprehensive schools in SUHSD. Our brochures, the Student Parent Handbook, and other publications state the Charter School's desire to reflect the general population residing within the territorial jurisdiction of the District. In fact, over the years the Charter School has come within a close margin of the same population balance of students as the District.

Chart: Ethnic distribution by student body percentage for Shasta Union High School District school averages (2017-2018 SARC) and Shasta Charter Academy averages (2018-2019 SARC).

	SCA	EHS	FHS	SHS	PHS	NSIHS	UPREP	District Average
Black or African American	1.3%	2.4%	0.8%	1.9%	1.8%	0.0%	0.4%	1.2%
American Indian or Alaskan Native	0.8%	3.4%	3.5%	3.7%	4.1%	5.5%	0.6%	3.1%
Asian	0.8%	10.4%	1.9%	3.9%	3.5%	0.0%	7.0%	3.9%
Filipino	0.4%	1.0%	0.5%	0.8%	0.0%	0.0%	0.1%	0.4%
Hispanic or Latino	11.8%	19.4%	9.5%	11.4%	16.4%	10.0%	11.1%	12.8%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.4%	0.6%	1.2%	0.0%	0%	0.4%
White	74%	54.2%	78.9%	72.6%	68.4%	80.9%	71.3%	71.4%
English Learners	0.0%	3.4%	0.3%	0.8%	2.9%	0.0%	0.5%	1.1%
Students with Disabilities	9.7%	13.0%	8.4%	9.5%	24.6%	8.2%	2.5%	10.8%

## 8. Admission Policies and Procedures

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

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

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, except as 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.

Prior to admission, all students applying for admission, as well as their educational rights holder or a representative, shall attend an information session with the school Director or another school administrator. Upon the conclusion of the information session, the student and the educational rights holder will be invited to submit an application and schedule an individual information session during which the individual students, background, strengths, needs, and goals will be discussed and a plan will be developed for the student. Upon the conclusion of the meeting, the student will be assigned to a facilitator to complete the enrollment process. Admission is based on the availability of a facilitator to serve the student's needs, wait lists, and established SCA Board policy. Wait lists shall not be based on any protected class status. If the family declines the enrollment offer, SCA may refer the student to other programs that may be appropriate to the student's educational needs, at family request.

Following admission, the parent/guardian and student shall consent to the following policies and procedures:

- Student's standing at previous school will be reviewed to assist with placement
- School Attendance Review Board ("SARB") contracts (if any) must be completed or SARB chair must give consent for student to be admitted to SCA
- A parent or guardian must be available to guide the student, correct and supervise student's work daily, complete all required paperwork, properly maintain Charter School assigned materials, and participate in all facilitator meetings
- The student must agree to properly maintain assigned school materials, be dedicated to achieving the goals of the Master Agreement and Work Record, and participate in assigned State testing (CAASPP, etc.)
- If student fails to complete three (3) assignments in a learning period, SCA will conduct an evaluation to determine whether it is in the student's best interest to remain enrolled at SCA, consistent with Education Code Section 51747(b).

SCA will actively recruit a diverse student population (see Element seven, above) from families in the District and surrounding areas who understand and value the Charter School's mission and are committed to the Charter School's instructional philosophy. Prospective students and their parents will be given a copy or summary of the Charter School's mission and student related policies.

Admission to the Charter School shall be open to any student in Shasta County or its adjacent counties. If the number of pupils who wish to attend the Charter School exceeds SCA's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing, which is currently conducted on the first Tuesday in March, annually to determine enrollment for the following school year. The Charter School maintains policies granting admissions preference to students who live within the boundaries of the SUHSD, siblings of students currently admitted to or attending the Charter School, and children of the Charter School's Advisory Board members.

The Advisory Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Director). 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 have his or her name placed on a wait list according to his or her draw number in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. Under no circumstance will a waitlist 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 parents of all applicants and all 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.

After the yearly public random drawing, admission shall be conducted based on a waiting list which shall be maintained by the Charter School. Upon an appropriate enrollment position becoming available, the next student on the waiting list shall be offered admission. If he or she declines enrollment, the student shall be removed from the waiting list and must reapply if admission is desired at a later date.

As part of enrollment, parents or guardians and students must sign a Master Agreement indicating they have read, understand, and agree with, at a minimum, the following:

- A parent or guardian must attend all facilitator meetings which will occur a minimum of every 20 school days
- If the student is not making adequate educational progress, the student will be evaluated regarding continued enrollment
- SCA is an optional program and no student can be required to enroll at SCA
- Students enrolled in community based courses like those offered at Shasta College must comply with the program requirements of that institution
- Two missed appointments or failure to reschedule appointments in a 20 school day period may result in dismissal
- Students must participate in State or school-wide assessments

If a student, parent/s and/or guardian/s do not comply with the above stipulations, the family or guardian shall be contacted by school staff (phone call and/ or email and Letter #1) regarding compliance with the requirements of the Master Agreement, consistent with SCA Board Policy and specified in the SCA Student Parent Manual (Education Code Section 51747(b).) SCA staff shall make reasonable efforts using phone calls, and/ or emails and/or letter (Letter #2) to advise them that that they are not in compliance with the stipulations of the Master Agreement. If the student, family, or guardian responds, a Student Study Team meeting at which a parent or guardian shall be invited to attend shall be convened to determine whether SCA continues to be a proper placement to meet the student's needs and measures will be developed to support the student in improving achievement. If it is determined that SCA is not an appropriate placement, the family shall be advised of educational options. The student's school of residence shall be notified in writing that the student is no longer enrolled at SCA and the student shall be disenrolled. If the family does not contact SCA in a reasonable period of time(after mailing of letters 1 and 2), the student shall be disenrolled from SCA and the student's last known school of residence shall be notified in writing in a timely manner that the student should be reenrolling at his or her school of residence. The family shall be notified by letter 3 that their student has been disenrolled.

## 9. Financial Audit

*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.

The Charter School will select an independent auditor. 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 County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director will review any audit exceptions or deficiencies and report to the Charter School Advisory Board with recommendations on how to resolve them. The SCA Advisory Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. 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.

## 10. Pupil Suspension and Expulsion Policy and Procedures

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder 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). Education Code Section 47605(c)(5)(J).*

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which 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 or expulsion.

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 the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Director'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 Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder 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, or educational rights holder 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; or 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 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) 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.
- 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 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.
- 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 9 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 provision shall apply to students in any of grades 9 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 provision shall apply to students in any of grades 9 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 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.
- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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).
- w) 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 Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion 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 students had obtained written permission to possess the item from a certificated school employee, with the Director 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 Section 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 policy, “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 provision shall apply to students in any of grades 9 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 9 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 provision shall apply to students in any of grades 9 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 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 mean 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 Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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 Director 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 device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director 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 Section 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 Advisory Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

SCA will use the following definitions:

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.

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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Director 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 Director or designee.

The conference may be omitted if the Director 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(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the 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 Director or designee, the student and the student's guardian or representative will 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 or 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 Director 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 9 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 Charter School Advisory Board following a hearing before it or by the Charter School Advisory Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Advisory Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a member of the Charter School Advisory Board. 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 Advisory Board 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 Director 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 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 (“FERPA”)) 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 a five day 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. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the 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 the 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 their discretion to remove a person from the hearing whom they believe 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 circumstance 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 his or her 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 Advisory Board, which will make a final determination regarding the expulsion. The Advisory Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Advisory Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Advisory Board ultimately decides not to expel, the student shall immediately be returned to their educational program.

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

The Director 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**

The Charter School shall maintain records of all student suspensions and expulsions at the 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 Charter School Advisory Board's decision to expel shall be final.

#### **M. Expelled Students/Alternative Education**

Parents/guardians of 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 Advisory Board 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 (1) year from the date of expulsion when the student may reapply to the 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 Advisory Board following a meeting with the Director or designee and the student and student's 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 Director or designee shall make a recommendation to the Advisory Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the 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 the 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. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

### **1. Notification of SELPA**

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

### **3. Procedural Safeguards/Manifestation Determination**

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; or

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/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) day time 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 Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

## 6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/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 the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the 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.

## **11. Retirement Systems**

*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).*

SCA eligible employees participate in the State Teachers' Retirement System, and eligible employees participate in the Public Employees' Retirement System and federal social security. The District (for STRS and PERS, via our MOU) will coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. The District shall cooperate as necessary to forward any required payroll deductions and related data. The Director is responsible for ensuring that appropriate arrangements for coverage are made.

## **12. Public School Attendance Alternatives**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student may be required to attend SCA. Students who opt not to attend SCA may attend his or her school of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their school district of residence. Parents or guardians of each student enrolled in SCA will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SCA, except to the extent that such a right is extended by the local education agency.

### **13. Employee Return Rights**

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at SCA. Employees of the District who choose to leave the employment of the District to work at SCA will have no automatic rights of return to the District after employment by SCA unless specifically granted by the District through a leave of absence or other agreement. SCA employees shall have any right upon leaving the District to work in SCA 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 SCA 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 SCA. Employment by SCA provides no rights of employment at any other entity, including any rights in the case of closure of SCA.



## 14. Dispute Resolution Process

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).*

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District 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 Director 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 Superintendent and Director, 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 Superintendent and Principal, 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 Superintendent and Director, 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 Superintendent and Director, 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

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. SCA 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 will be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to the Charter School.

The governing board of SUHSD agrees to promptly refer all complaints regarding the Charter School’s operations to the SCA Director for resolution in accordance with the District’s policies. All SCA staff,

students, parents, and other stakeholders will be provided with such policies in the student/parent handbook.

If the SUHSD believes it has cause to revoke this charter, the District Board agrees to notify the Director and the Charter School Advisory Board and grant the Charter School reasonable time (at least 30 days) to respond to the notice and take appropriate corrective action prior to revoking the charter. If corrective action fails to resolve the issue(s), the Charter School and the District agree to submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter. The Charter School will be given a reasonable amount of time (at least 60 days) to implement any recommended resolution. At that time, if the District believes it still has cause to revoke SCA's charter, it will follow the revocation procedures set forth in Education Code Section 47607 and its implementing regulations.

SCA and SUHSD agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly-prepared waiver requests to the State Board of Education. The Advisory Board of SCA may request from the SUHSD Board a renewal or material revision of the charter at any time prior to expiration. The District governing board agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in the Charter Schools Act and implementing regulations.

## 15. School Closure Procedures

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

Closure of SCA will be documented by official action of the SCA Advisory Board. 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.

SCA will promptly notify parents and students of SCA, the District, the Shasta County Office of Education, SCA'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.

SCA will ensure that the notification to the parents and students of SCA 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 SCA.

SCA 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, SCA 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. § 1232g. All records of SCA shall be transferred to the District upon SCA closure. If the District will not or cannot store the records, SCA shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SCA will prepare final financial records. SCA will also have an independent audit completed within six months after closure. SCA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SCA 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 SCA.

SCA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of SCA, all assets of SCA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SCA, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation which require distribution to nonprofit fund, foundation or organization which is organized and operated for educational purposes and which has established tax-exempt status. Any assets acquired from the District or District property will be promptly returned upon SCA 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, SCA shall remain solely responsible for all liabilities arising from the operation of SCA.

As SCA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of SCA, 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.

As specified by the Budget in Appendix C, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **Miscellaneous Provisions**

### **Budgets and Financial Reporting**

*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 cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).*

Attached, as Appendix C, please find the following documents:

- A projected budget
- Budget assumptions
- Financial projections for three 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 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.
2. By July 1, an annual update (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 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.

The Charter School will 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 School Accountability Report Card (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.

### **Administrative Services**

*Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Charter School will provide its own administrative services. It currently contracts with the District for services as outlined in its Memorandum of Understanding. Services it receives from the District include accounts payable/ receivable, payroll, human resources, accounting, budget development and fiscal planning, student data information management, personnel services, technology and phone services, school nurse and consultation and advise on school operations. The Charter School intends to continue to purchase these services from the District but has the right to utilize another vendor if it wishes.

### **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(h).*

The Charter School 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 or as 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, the Charter School and the District shall enter into a Memorandum of Understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School 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.

Insurance amounts will 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 Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **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(h).*

SCA currently operates resource centers at the locations listed below. Should SCA wish to add additional resource center locations, it will submit a material revision of the SCA charter to the District. SCA's current resource center is located at:

### **Park Marina Headquarters**

307 and 333 Park Marina Circle  
Redding, CA 96001

This location is within the geographic boundaries of the District.

## **Charter Approval**

The above charter has been reviewed and approved by the Shasta Union High School District trustees at a regular board meeting as noted below.

Approval of charter:

\_\_\_\_\_ Date \_\_\_\_\_ (see attached board minutes)  
SUHSD Board Chairperson

Term of Charter: July 1, 2021 to June 30, 2026

# Appendix A

## California Personalized Learning Resolution





# **Appendix B**

## **Shasta Secondary Home School, Incorporated BY-LAWS**

### **Article I OFFICES**

Section 1. PRINCIPLE OFFICE. The principle office for the transaction of business of Shasta Secondary Home School, Inc. ("SSHS") is hereby fixed and located at our building, 307 Park Marina Circle in the City of Redding, County of Shasta, State of California. The location may be changed by approval of a majority of the Advisory Board. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

### **Article II ADVISORY BOARD MEMBERS**

Section 1. RESPONSIBILITIES OF THE ADVISORY BOARD. Subject to the approval of the Shasta Union High School District board of trustees, the business and affairs of SSHS, as they relate to Shasta Charter Academy ("SCA"), are specifically 1) charter accountability and revision, 2) selection of staff, 3) appointment of the Director, 4) budget development and approval, and 5) the school calendar. By charter definition the Advisory Board delegates the management of the day-to-day operation of the business of SCA to the Director. All powers shall be exercised under the ultimate direction of the Shasta Union High School District board of trustees.

Section 2. STANDARD OF CARE. Each committee member shall perform the duties of a committee member, including the duties as a member of any sub-committee of the Advisory Board upon which the committee member may serve, in good faith, in a manner such committee member believes to be in the best interests of SSHS, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances. Each Board member shall understand the Conflict of Interest Policy, sign the Conflict of Interest Disclosure Statement annually, and file a Statement of Economic Interests (or "Form 700") on an annual basis as described by the Political Reform Act.

#### **Section 3. NUMBER AND QUALIFICATION OF ADVSORY BOARD MEMBERS.**

The number of Advisory Board members will be at least five (5), including at least one (1) parent representative, at least one (1) community representative, and only one (1) certificated representative from the SCA staff. All Advisory Board members shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c).

Section 4. SELECTION AND TERM OF OFFICE OF ADVISORY BOARD MEMBERS. Advisory Board members shall serve for a period of two years and until a successor has been designated and qualified. New members will begin a two-year service beginning on July 1. Each spring nominations will be accepted for the Advisory Board. The Board may nominate prospective members and the SCA

community may turn nominations in to the Board. New members are not to exceed one more than a majority, thereby allowing the staggered positions to provide continuity during the scheduled term. Each Advisory Board member, including a member selected to fill a vacancy, shall hold office until the expiration of the term for which selected and until a successor has been selected and qualified.

Members of the Advisory Board shall be the body of Shasta Charter Academy stakeholders 18 years or older, including parents and staff. Also, community members that would give specific expertise can be nominated and selected from residents of the SCA service area.

The Advisory Board shall appoint approved members by the first week of June each year. An invitation for nominations will be posted on main doors of the campus buildings and other selected community locations by April 1. Nominations for Advisory Board positions must be submitted by April 25 to the Advisory Board.

It is the desire of the SCA Advisory Board to fill positions with well qualified members of the community as described in Section 3.

**Section 5. VACANCIES.** Vacancies in the Advisory Board may be filled by appointment of a qualified candidate (as appropriate to the vacant position) and determined by a majority vote of the remaining Board members.

A vacancy or vacancies in the Advisory Board shall be deemed to exist in the event of the death, resignation, or removal of any committee member declared of unsound mind by an order of court or convicted of a felony, or if the authorized number of committee members is increased, or if the electors fail to elect a member by the election deadline.

No reduction of the authorized number of committee members shall have the effect of removing any committee member before that committee member's term of office expires.

**Section 6. RESTRICTION ON INTERESTED PERSONS AS ADVISORY BOARD MEMBERS.** No more than 49% of persons serving on the Advisory Board may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to an Advisory Board member as member; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person who is placed on a uniform salary schedule with transparency and through a defensible placement procedure. The Board may adopt other policies circumscribing potential conflicts of interest so long as consistent with the Charter School's charter.

**Section 7. RESIGNATION OF ADVISORY BOARD MEMBERS.** Except as provided below, any Advisory Board member may resign by giving written notice to the President of the Board, the Secretary, or to the full Advisory Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If an Advisory Board member's resignation is effective at a later time, the Advisory Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. ADVISORY BOARD MEMBER MAY NOT RESIGN IF NO MEMBER REMAINS. Except on notice to the California Attorney General, no Advisory Board member may resign if the Corporation would be left without a duly elected member.

Section 9. REMOVAL OF ADVISORY BOARD MEMBERS. All Advisory Board members except a representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Advisory Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the Brown Act.

Section 10. REGULAR MEETINGS. Regular meetings of the Advisory Board shall be held based on the Regular Meeting calendar established annually by the Advisory Board at the charter school Main Campus, or such other place within the physical boundaries of Shasta County as may be designated by the Advisory Board. All regular meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1. At least 72 hours before the regular meeting, the Advisory Board, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Notice of the agenda will be posted physically in a location within the Charter School's jurisdiction that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link.

Section 11. SPECIAL MEETINGS. Special meetings of the Advisory Board for any purpose may be called at any time by the President of the Board or a majority of the Advisory Board. The party calling a special meeting shall determine the place, date, and time thereof. All special meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1.

Section 12. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Advisory Board may be held only after twenty-four (24) hours notice is given to the public through the posting of the agenda. Notice of the agenda will be posted physically in a location within the Charter School's jurisdiction that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link. Advisory Board members shall also receive at least twenty-four (24) hours notice of the special meeting

Section 13. QUORUM. A majority of the Advisory Board members then in office shall constitute a quorum. All acts or decisions of the Advisory Board will be by a majority vote of the members in attendance, based upon the presence of a quorum. Should there be less than a majority of the Advisory Board members present at the inception of any meeting, the meeting shall be adjourned.

Section 14. TELECONFERENCE MEETINGS. Members of the Advisory Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Advisory Board shall participate in the teleconference meeting from locations within the physical boundaries of Shasta County;
- b. All votes taken during a teleconference meeting shall be by roll call;

- c. If the Advisory Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Advisory Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Advisory Board directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

**Section 15. CREATION AND POWERS OF COMMITTEES.** The Advisory Board, by resolution adopted by a majority of the members then in office, may create one or more committees of the Advisory Board, each consisting of two or more Advisory Board members and no one who is not a member, to serve at the pleasure of the Board. Appointments to committees of the Advisory Board shall be by majority vote of the members then in office. The Advisory Board may appoint one or more members as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Advisory Board, to the extent provided in the Advisory Board's resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Advisory Board or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Advisory Board that by its express terms is not so amendable or subject to repeal; or
- f. Create any other committees of the Advisory Board or appoint the members of committees of the Board.

The Advisory Board may also create one or more advisory committees composed of members and non-members. It is the intent of the Advisory Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Advisory Board may establish, by resolution adopted by a majority of the members then in office, advisory committees to serve at the pleasure of the Board.

**Section 16. MEETINGS AND ACTIONS OF COMMITTEES.** Meetings and actions of committees of the Advisory Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Advisory Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by

Advisory Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Advisory Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Advisory Board has not adopted rules, the committee may do so.

Section 17. NON-LIABILITY OF MEMBERS. No member of the Advisory Board shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 18. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Both SCA and the Advisory Board shall comply with all applicable provisions of the Family Educational Rights and Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

### **Article III OFFICERS**

Section 1. OFFICERS. SSHS shall have a President, a Vice President, Treasurer, and a Secretary of the Advisory Board. The corporation may also have, at the discretion of the Advisory Board, such other officers as the business of the charter school may require, each of whom shall hold office for such period, have such authority and perform such duties as the Advisory Board may from time to time determine as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President.

Section 3. ELECTION. The President and other officers of the Advisory Board shall be elected annually by a majority of the Advisory Board and shall hold office for one year. The term shall commence on July 1.

Section 3. REMOVAL AND RESIGNATION OF OFFICERS. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, either with or without cause, by the Advisory Board, at any regular or special meeting of the Advisory Board.

Any committee member may resign upon giving written notice to the chair of the Advisory Board, or the Advisory Board, unless the notice specifies a later time for that resignation to become effective. If the resignation of a committee member is effective at a future time, the Advisory Board may elect a successor to take office when the resignation becomes effective.

Section 4. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in the by-laws for regular appointments to that office.

Section 5. PRESIDENT OF THE ADVISORY BOARD. The President of the Advisory Board shall preside at the meetings of the Advisory Board and exercise and perform such other powers and duties as may be from time to time assigned by the Advisory Board or prescribed in the by-laws.

Section 6. VICE PRESIDENT OF THE ADVISORY BOARD. The Vice President of the Advisory Board shall preside at the meetings of the Advisory Board if the President is absent from the meetings and exercise and perform such other powers and duties as may be from time to time assigned by the Advisory Board or prescribed in the by-laws.

Section 7. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Advisory Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the members present at Advisory Board and committee meetings; and the vote or abstention of each Advisory Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Advisory Board and of committees of the Advisory Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Advisory Board or the bylaws may require.

Section 8: TREASURER or CHIEF BUSINESS OFFICIAL. The Treasurer, known as the Chief Business Official, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Business Official shall send or cause to be given to Advisory Board members such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any member at all reasonable times.

The Chief Business Official shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Advisory Board may designate; (b) disburse the Corporation's funds as the Advisory Board may order; (c) render to the President and the Board, when requested, an account of all transactions as Chief Business Official and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Advisory Board, contract, job specification, or the bylaws may require.

If required by the Advisory Board, the Chief Business Official shall give the Corporation a bond in the amount and with the surety or sureties specified by the Advisory Board for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Business Official on his or her death, resignation, retirement, or removal from office.

## **Article IV**

### **CONTRACTS WITH ADVISORY BOARD MEMBERS**

The corporation shall not enter into a contract or transaction in which a member of the Advisory Board directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's Advisory Board members are directors and have a material financial interest).

## **Article V**

### **CONTRACTS WITH NON-ADVISORY BOARD MEMBER DESIGNATED EMPLOYEES**

The corporation shall not enter into a contract or transaction in which a non-Advisory Board member designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest in compliance with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

## **Article VI**

### **RECORDS - REPORTS - INSPECTION**

Section 1. RECORDS. SSHS shall maintain records in accordance with generally accepted accounting principles, adequate and correct accounts, books and records of its business and properties. On written demand on the Corporation, any Advisory Board member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Advisory Board and committees of the Advisory Board at any reasonable time for a purpose reasonably related to the member's interest as a member of the Advisory Board.

Section 2. INSPECTIONS AND REPORTS. The Shasta Charter Academy charter mandates that annual audits of the financial and programmatic aspects of the charter school be conducted. The reports of these audits are to be made public to all interested parties.

## **Article VII**

### **AMENDMENTS TO BY-LAWS**

Section 1. POWER OF ADVISORY BOARD. The Advisory Board may adopt, amend or repeal any of these by-laws other than a by-law or an amendment thereof changing any provisions of the charter that created Shasta Charter Academy. The Advisory Board may adopt, amend or repeal any of these bylaws by a majority of the members present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

### **CERTIFICATE OF PRESIDENT**

I certify that I am the duly elected and acting Secretary of SSHS, a California nonprofit public benefit corporation; that these bylaws, consisting of eight (8) pages, are the bylaws of the Corporation as adopted by the Advisory Board on November \_\_, 2020; and that these bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_ at \_\_\_\_\_, California.

\_\_\_\_\_

\_\_\_\_\_,Secretary



**Appendix B, Cont.**

**Articles of Incorporation**

2745631

**ENDORSED - FILED**  
in the office of the Secretary of State  
of the State of California  
APR - 7 2005

**ARTICLES OF INCORPORATION OF  
SHASTA SECONDARY HOME SCHOOL, INC.**

A California Nonprofit Public Benefit Corporation

1. The name of the corporation is **SHASTA SECONDARY HOME SCHOOL, INC.**
2. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.
3. The specific purpose of this corporation is educational and to to enhance the educational modalities for the charter school.
4. The name and address in the State of California of the corporation's initial agent for service of process is:

Byron Lynn Peebles  
3328 Majestic Oak Circle  
Redding, CA 96001.

5. This corporation is organized exclusively for educational purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
6. No substantial part of the activities of this organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except as otherwise provided by Section 501(h) of the Internal Revenue Code, and the organization shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.
7. The property of this organization is irrevocably dedicated to educational purposes. No part of the net earnings of the organization shall inure to the benefit of, or be distributable to, its directors, officers, members, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.
8. Upon the dissolution of the organization, assets remaining after payment, or provision for payment, of all debts and liabilities of this organization, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to a nonprofit fund, foundation or organization which is organized and operated for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.
9. Notwithstanding any other provision of these articles of incorporation, this organization shall not engage in any activities or exercise any powers that are not in furtherance of the purposes of this organization, and the

organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Dated: April 4, 2005 David G. Marmon  
David Marmon, Incorporator



## **Conflict of Interest**

### **Shasta Secondary Home School, Inc.**

#### **CONFLICT OF INTEREST CODE**

##### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Shasta Secondary Home School, Inc. (“SSHS” or “Charter School”) hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of SSHS, as specifically required by California Government Code Section 87300.

##### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

##### **III. DESIGNATED EMPLOYEES**

Employees of SSHS including uncompensated governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

##### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit A.”

Statements Filed with Shasta Secondary Home School, Inc: All Statements shall be supplied by Shasta Secondary Home School, Inc. All Statements shall be filed with Shasta Secondary Home School, Inc. Shasta Secondary Home School, Inc.’s filing official shall make and retain copies of the originals of all Statements and submit the originals to the Shasta County Board of Supervisors.

**CONFLICT OF INTEREST CODE**  
**V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

**VI. MANNER OF DISQUALIFICATION**

**A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

**B. Governing Board Member Designated Employees**

The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest).

APPROVED AND ADOPTED by the SSHS, Inc. Advisory Board of on the \_\_\_\_\_ day  
of \_\_\_\_\_, 2018.

\_\_\_\_\_  
President, SSHS, Inc. Advisory Board  
Dustin Warren

ATTEST:

\_\_\_\_\_  
Secretary to the SSHS, Inc. Advisory Board  
Benjamin Claassen

**APPENDIX TO  
CONFLICT OF INTEREST CODE OF  
Shasta Secondary Home School, Inc.**

**Preamble**

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from Shasta Secondary Home School, Inc.'s general counsel. (Gov. Code§ 83114; Title 2 Cal. Code of Regs. § 18730(b)(II).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code§ 83114(a).)

Opinions rendered by general counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on general counsel's opinion as evidence of good faith. In addition, Shasta Secondary Home School, Inc. may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Shasta Secondary Home School, Inc. may bring against the requesting party under Government Code§ 91003.5.

**I.**

**Designated Employees**

<u>Designated Employees</u>	<u>Categories Disclosed</u>
Members of Advisory Board	1 through 3
Director/Principal	1 through 3
Chief Business Official	1 through 3
Consultants <sup>1</sup>	--

**II.**

---

<sup>1</sup> With respect to consultants, the President may determine in writing that a particular consultant, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The President's determination is a public record and shall be retained for public inspection by Shasta Secondary Home School, Inc., in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

## **Disclosure Categories**

### **Category 1. Reportable Investments**

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in Shasta County, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Shasta Secondary Home School, Inc.

### **Category 2. Reportable Interests in Real Property**

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by Shasta Secondary Home School, Inc.

### **Category 3. Reportable Income**

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in Shasta County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Shasta Secondary Home School, Inc..

## Appendix C

### Budget, Budget Assumptions and Financial Projections

#### Shasta Charter Academy 2019-20 Unaudited Actuals - Multi-Year Projection August 31, 2020

	2019-20	2020-21	2021-22
	Unaudited	Projected	Projected
	Actuals	Budget	Budget
<b>ENROLLMENT</b>	277.00	277.00	275.00
<b>ADA</b>	274.13	274.13	270.00
<b>REVENUES</b>			
State Aid Undistributed	1,377,092.03	1,330,426.00	799,729.00
State Aid Supp/ Conc Grant	165,940.00	169,561.00	135,662.00
EPA Funds	272,846.00	269,259.00	265,202.00
In Lieu Property Taxes	986,520.00	1,024,287.00	1,002,459.00
Federal Special Education	39,954.00	32,720.00	32,720.00
MAA	6,255.53	9,135.00	-
Other Federal Income	-	-	-
Mandated Costs	11,680.00	11,680.00	11,680.00
State Lottery	32,527.69	32,527.69	32,527.69
State Lottery Restricted	13,534.61	13,534.61	13,534.61
College Readiness	-	-	-
STRS/ PERS On Behalf	85,415.00	85,415.00	85,415.00
State Revenue	-	-	-
Interest	28,048.36	28,048.36	28,048.36
FMV	(26,166.00)	(26,166.00)	(26,166.00)
Local	7,654.16	7,654.16	7,654.16
State Special Education	133,795.00	160,537.00	160,537.00
<b>TOTAL REVENUES</b>	<b>3,135,096.38</b>	<b>3,148,618.82</b>	<b>2,549,002.82</b>
<b>EXPENDITURES</b>			
Certificated Salaries	1,497,378.75	1,585,273.90	1,648,684.86
Shasta Charter Academy Charter Renewal			



Classified Salaries	311,768.12	329,238.84	342,408.40
Employee Benefits	427,357.75	444,452.06	466,674.66
Books and Supplies	163,341.45	163,341.45	163,341.45
Services & Other Exp	428,601.97	428,601.97	428,601.97
Capital Outlay	5,200.00	5,200.00	5,200.00
<u>Other Outgo / Financing Uses</u>	<u>595,309.16</u>	<u>130,000.00</u>	<u>130,000.00</u>
TOTAL EXPENDITURES	3,428,957.20	3,086,108.22	3,184,911.33
 <b>DIFFERENCE</b>	 (293,860.82)	 62,510.60	 (635,908.51)
 <b>BEGINNING BALANCE</b>	 <u>1,889,390.96</u>	 <u>1,466,849.30</u>	 <u>1,529,359.90</u>
<b>Adjustment</b>	(128,680.84)	-	-
<b>ENDING BALANCE</b>	<b>1,466,849.30</b>	<b>1,529,359.90</b>	<b>893,451.39</b>
 <b>COMPONENTS OF THE ENDING BALANCE</b>			
Reserve: Revolving Cash	21,715.59	21,715.59	21,715.59
Reserve: Prepaid Expenditures	26,864.91	26,864.91	26,864.91
Reserve: Clean Energy Job Act	-	-	-
Reserve: Restricted Lottery	247.64	247.64	247.64
Reserve: Class Emp Prof Dev BG	886.00	-	-
Reserve: Low Perf Stu BG	17,784.00	-	-
Reserve: Restricted College Readiness	-	-	-
Reserve: Economic Uncertainty	342,895.72	308,610.82	318,491.13
Board Des: Undist (minus Ec Unc)	1,016,932.46	1,132,397.95	486,609.13
Board Des: Educator Effectiveness	-	-	-
Board Des: MAA	10,652.99	10,652.99	10,652.99
Board Des: Testing	291.00	291.00	291.00
Board Des: Clubs	1,466.05	1,466.05	1,466.05
Board Des: Facility Rents	-	-	-
<u>Board Des: Lottery</u>	<u>27,112.95</u>	<u>27,112.95</u>	<u>27,112.95</u>
<b>Total</b>	<b>1,466,849.30</b>	<b>1,529,359.90</b>	<b>893,451.39</b>

## Budget Assumptions and Notes for Shasta Charter Academy's 2019-20 Unaudited Actuals and Multi-Year Projection

### - 2019-20

- Enrollment: 277 students
- P-2 ADA: 274.13 students
- Statutory COLA (cost-of-living adjustment): 3.26%
- CalSTRS Employer Rate: 17.10%
- CalPERS Employer Rate: 19.721%
- Met MOE (maintenance of effort) for ESSA (Every Student Succeeds Act)
- Met all Lottery expenditure requirements
- Met MOE for Special Education
- Controlled deficit spending
- Adequate Reserve for Economic Uncertainty
- Positive ending fund balance

### - 2020-21, projected

- Enrollment: (based off of 2019-20) 277 students
- P-2 ADA: (based off of 2019-20) 274.13 students
- Statutory COLA: 2.31%; recommended to plan to be funded at 0%
- CalSTRS Employer Rate: 16.15%
- CalPERS Employer Rate: 20.70%
- Meeting MOE (maintenance of effort) for ESSA (Every Student Succeeds Act)
- Meeting all Lottery expenditure requirements
- Meeting MOE for Special Education
- Not deficit spending
- Adequate Reserve for Economic Uncertainty
- Positive ending fund balance
- Monitoring cash flow of higher importance because of deferrals

- Based off of guidance from the CA State Treasurer's office, FCMAT, and School Services of CA: roughly 33-36% of year's total state aid and special education money will be deferred to the following school year; the 2020-21 deferrals are the largest in CA history

### - 2021-22, projected

- Enrollment: 275 students
- P-2 ADA: 270 students
- Statutory COLA: 2.48%; recommended to plan to be funded at 0%
- CalSTRS Employer Rate: 16.00%
- CalPERS Employer Rate: 23.00%
- Meeting MOE (maintenance of effort) for ESSA (Every Student Succeeds Act)
- Meeting all Lottery expenditure requirements
- Meeting MOE for Special Education
- Controlled deficit spending
- Adequate Reserve for Economic Uncertainty

- Positive ending fund balance
- Monitoring cash flow again of high importance; preparing for more deferrals and potential revenue cuts
- Based off of dire warnings from FCMAT and School Services of CA, the emptying of most of CA's reserves in 2020-21, the projected downturn of the economy due to COVID-19 and the state's response, and the projected lower state revenue from personal income tax: revenues are projected to be cut by a "worst-case scenario" 20%; to be updated as clarification is given

# **Appendix D**

## **2020-2021 LCP**

California Department of Education, July 2020

### **Learning Continuity and Attendance Plan Template (2020–21)**

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shasta Charter Academy	Matthew Wahlman, CBO	<a href="mailto:mwahlman@sca-edu.org">mwahlman@sca-edu.org</a> ; 530-245-2600

#### **General Information**

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has had a profound impact on the Shasta Charter Academy (SCA) community, as it has on many around the state, nation, and world. In March of 2020, SCA, along with other schools around the state, closed its facilities yet continued to educate students. Families were alerted using SCA's notification system that the school would be closing effective March 20<sup>th</sup>. The school sanitized and prepared Chromebooks and VEX Robot kits to be checked out to students to take home, with facilitator approval, notifying the families of these resources. When the shelter-at-home guidance was issued on March 18<sup>th</sup>, the school was immediately closed to non-staff members. Notification again went out via the school communication system. All staff made preparations to vacate the campus as soon as practical. In finishing out the 19-20 school year, staff were only on campus as needed and practiced social distancing. Staff communicated with and received support from school administration and IT. All teaching staff made valiant efforts to ensure student learning continued in spite of the closure. Special education students received teletherapy for speech support. Classroom teachers used Google Classroom to communicate assignments, with some teachers live-streaming their math classes from their classroom. Others created screencasts of their lectures. Facilitators had meetings virtually using platforms like Google Meet, Zoom, email, and phone. Through the changes, students continued to engage in learning by many avenues. The 20-21 school year has begun with many safety protocols in place based on Shasta County Public Health guidance. Families and facilitators have the option of meeting virtually or in-person. Though tutoring is continuing on-site, students are receiving class instruction remotely. Teachers are using Google Classroom, Google Meet, and other methods to provide both synchronous and asynchronous learning opportunities.

#### **Stakeholder Engagement**

[A description of the efforts made to solicit stakeholder feedback.]

SCA has been as responsive as possible to stakeholders throughout the COVID-19 pandemic. The school has made every effort to do what is best for all involved, and the feedback received has been much appreciated. There have been scenarios where the feedback SCA received contrasted

with what was being mandated by Governor Newsom. Stakeholder feedback has come in many forms; namely: students and parents contacting the SCA Director, students and parents contacting their facilitator and/ or teacher, staff conversing, listening, and collaborating together, as well as the Advisory Board discussing, listening, and collaborating. Parents, staff, and other community members are welcomed at school Advisory Board meetings, and are given opportunities to share their insights. A draft of this Learning Continuity Plan was also presented at a public Advisory Board meeting for a hearing so that anyone who wished to comment or review had the opportunity.

[A description of the options provided for remote participation in public meetings and public hearings.]

Remote participation to SCA public meetings has been made available through video conferencing (Zoom) and phone calls. The information to join the meetings remotely have been posted on the SCA website and at the location where the meeting takes place in compliance with the Brown Act. Through these options, the public can see or hear the meeting and participate in giving feedback.

[A summary of the feedback provided by specific stakeholder groups.]

Safety has been heard as a high priority for all involved; specifically students, their families, school staff, and their families, but extended families and community partners as well. Giving as much freedom and choice to families and staff as is possible and legal has been expressed. There have been requests for no masks within SCA facilities. There have been requests for classes on-site. There have been requests to meet and receive instruction remotely. There have been requests for both synchronous and asynchronous instruction. Having enough personal protective equipment (PPE) at the school was reiterated by multiple stakeholders. The desire for streamlined, simple, effective, and high-quality assignments from facilitators and teachers was expressed as well.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The direction and offerings of SCA, described to much extent here in the Learning Continuity Plan, have been arrived at through input from stakeholders and after much dialogue. The following are some of the specific situations SCA thought through and made decisions on: sick people on campus; health screening of persons entering campus; hand sanitizer stations; facilitator meetings, virtual and in-person; masks on campus; student use of indoor common areas; restrictions on visitors to campus; classroom capacity; 333 restroom capacity; facilitator office capacity; cleaning of potentially contaminated surfaces; hygiene training for students; remote access to curriculum for on-site classes; access control and documentation (for both students and parents); 333 student phone use; drinking fountain use; students use of outdoor common areas; protection for lobby staff; communication methods; remote instruction best practices.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the

2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

SCA is offering in-person facilitator meetings as well as small-group or one-on-one tutoring to help those students that would benefit most. In-person instruction is a choice and not forced on any students. When deemed in the best interest of all stakeholders, SCA will open its facilities to in-person classroom instruction.

***Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]***

Description	Total Funds	Contributing
Tutoring/ support for students	\$53,000	Y
Protective and safety equipment for students and staff	\$6,000	N
Cleaning materials and services in facilities	\$4,000	N
Instructional materials	\$2,000	Y
Overseeing, guiding, teaching, and supporting students	\$17,000	Y

**Distance Learning Program**

***Continuity of Instruction***

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

SCA students have access to the full curriculum regardless of virtual or in-person instruction. Courses that were offered on-campus transitioned to live-streamed instruction with real-time interaction between teacher and students. Both synchronous and asynchronous options are offered. Materials have been checked out to students to facilitate at-home learning including VEX Robotics kits, textbooks, art supplies, Chromebooks, and graphing calculators.

***Access to Devices and Connectivity***

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Chromebooks were distributed to all students who requested them. Information was distributed to families regarding low and no-cost Internet options.

***Pupil Participation and Progress***

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Progress is assessed through live teacher meetings, both with whole-class groups and individually. The LEA will resume participation and value of work using standard practices for independent study: methods consistent with SCA's school charter.

### *Distance Learning Professional Development*

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

SCA has focused professional development on training for all teachers and support staff in Google Classroom, Google Meet, screencasting, and live-streaming. The school is also providing ongoing technical support for these applications and connected hardware to staff and students.

### *Staff Roles and Responsibilities*

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The school Director/ Superintendent and CBO have necessarily been a part of many extra virtual and in-person meetings for COVID planning. The Director, with aid from the Assistant Director, has taken on the new duty and role of COVID Liaison with the Shasta County Office of Education and Shasta County Public Health. A new teacher was hired and will be facilitating and working with students to increase SCA's English offerings. The school custodian has also had to modify her cleaning routines to focus on cleaning high touch areas more frequently. All teachers have to clean high touch surfaces after every meeting and have to document each cleaning. The school staff have also had to create and attend multiple extra planning and training meetings in order to create and implement COVID safety protocols and receive training in distance learning. The school health clerk has implemented new student care protocols for when students become sick on campus and new documentation procedures.

### *Supports for Pupils with Unique Needs*

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

Students who have exceptional needs are receiving teletherapy support for speech and occupational therapy. Despite the campus being closed to on-site classes, students in foster care or who are experiencing homelessness and/ or English Learners are given special consideration for coming on-site for in-person support from school staff, including extra tutoring as needed.

### *Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]*

Description	Total Funds	Contributing
Instructional materials	\$6,900	N
Overseeing, guiding, teaching, and supporting students	\$30,000	Y
Personal contract instruction	\$5,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Pupils are being assessed through a number of avenues. Both in-person and online assessment tools, such as Google Classroom, Google Office Suite tools, and other online curriculum providers, are being utilized. Scheduled math tutoring by a credentialed staff teacher is available 4 days a week for all students via Google Meet. In-person tutoring is available to English learners, low-income, foster youth, homeless, and other students with exceptional needs. Special Education students have access to in-person or online tutoring in all subjects with a staff paraprofessional or teacher. All students still meet in-person or using an online meeting platform like Google Meet for their regular teacher meetings; students are assessed during those meetings using a variety of technologies, including individual writing assessments. Teaching staff will provide remediating materials if any gaps in student achievement are noted and will communicate student learning deficiencies in monthly meetings with students and their educational rights holders.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Shasta Charter Academy teaching staff will review student transcripts with support from the school's high school counselor and the school Director/ Superintendent at the beginning of the fall 2020 semester and apply individualized, appropriate strategies for each student, depending on the student's learning loss from the spring 2020 semester. Strategies that staff may utilize include, but are not limited to, offering the student credit recovery options for any classes in which the student did not receive complete semester credits, offering the student tutoring support in mathematics for up to 4 hours per week, as mathematics is a common area of student learning loss, and the option to repeat the spring semester of a course, when appropriate. Staff will also offer personal, individualized tutoring in other subject areas during the fall 2020 semester, as needed. All students in the school were given the option to check out a Chromebook to support access to their necessary courses for the fall 2020 semester until it is safe to offer on-site classes again. If indicated, the school also is directing additional school resources to students who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness for additional individualized tutoring in courses where the student exhibited learning loss or needed to accelerate learning progress.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Effectiveness of learning loss supports will be measured by student transcripts and parent and student feedback throughout the semester and at the end of each of semester.



### ***Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]***

Description	Total Funds	Contributing
Instructional materials	\$6,000	Y
Overseeing, guiding, teaching, and supporting students	\$37,000	Y
Personal contract instruction	\$5,000	Y

### **Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Because SCA is a small school and students and families develop close relationships with their facilitator (independent study teacher), students are regularly, individually observed and any students who demonstrate a need for mental, social, or emotional support will first be supported by their facilitator then referred to the school's full time staff guidance counselor. The counselor will either meet with the student in person or via Google Meet, if illness is a concern. If the student's needs exceed the training of the counselor, the student will be offered 2-3 school-paid sessions with a local mental health counselor. If long term support is needed, the high school counselor will refer the student to the Shasta County Mental Health department or other appropriate counseling agencies. School staff will be trained by a local mental health expert in recognizing, supporting and referring students who demonstrate signs of suicidal thoughts and will be given community resource options to refer the student to. School administration will monitor staff wellness and discussions of staff wellness will be addressed in regular staff meetings or as needed.

### **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

All students will be monitored by his or her assigned facilitator (independent study teacher). Student progress and engagement will be addressed in regular meetings with students and parents. For students that have on-site classes (currently offered streamed online and available on Google Classroom), their on-site class teachers will also monitor student engagement and achievement, communicating with facilitators and parents, as needed. All staff will address any concerns they have to the administration, if extra support is necessary or desired. If the student and/ or parents are unresponsive to their on-site teachers or facilitator, school administration will attempt contact by phone or email with the family or any emergency contacts. The school will also send a letter notifying the educational rights holder of the student's deficiency.

### **School Nutrition**

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SCA works collaboratively with the Shasta Union High School District (SUHSD) to provide the option of school meals to students. In March, SUHSD began providing opportunities for families to pick up two meals daily, lunch and breakfast for the following day, for all children 18 and under at multiple locations throughout Redding and Shasta County. These meals were made available free of charge, regardless of what school students attended. Families were able to pick up as many meals as there were children in the vehicle at the time of pick up. Meals were served near the front of schools/ locations with fast and friendly service to help avoid people congregating. Meals are still supplied by SUHSD and can be picked up at a number of locations in Shasta County. SCA also has nutritionally adequate meals available on-site, stocked by SUHSD.

### Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition services: vending machine	\$5,000	Y

### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.46%	\$169,561

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of foster youth, English learners, and low-income students were considered first, and in most cases, it was found that the things that would help them would help other students too. The extra tutoring, availability of school Chromebooks and supplies, as well as consistent teacher interaction, both virtual and in-person, all work well to meeting the needs of these students. These students were also given priority to in-person support.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The school is increasing expenses to provide increased services and the availability of extra resources for the foster youth, English learners, and low-income students of SCA. Services include extra staff support for individual and/ or group tutoring, increased meetings with a student's facilitator, extra curriculum resources, as well as more supplies and connectivity/ technology options. Staff training has also been increased so staff can be a better support and resource to students and their families in navigating the educational options best suited for each student's success. Additional resources may also be purchased to meet student needs based on teacher recommendations and input from students and parents.

# Appendix E

## 2019-2020 LCAP

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Shasta Charter Academy

Matthew Wahlman, CBO

[mwahlman@sca-edu.org](mailto:mwahlman@sca-edu.org) 530-245-2600

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

SCA offers a personalized, high-quality, state standards-based education which utilizes a wide variety of learning options using multiple learning modalities to meet the needs of each student. The learning options for students to meet their graduation needs include completing classes in a home learning setting, taking a class which has an on-campus learning component, attending up to 2 classes at their school of residence (SUHSD or TAUSD students only), being mentored or tutored by an expert in a specific field of study (i.e. guitar teacher), participating in CTE (Career Technical Education) classes, taking online classes, or taking classes at our local community college, Shasta Community College or through the CSU Young Scholars program.

The key to this Personalized Learning method is the relationship between the student, the parent(s) or guardian(s), and the student's facilitator. This learning team meets every two to four weeks to create a learning plan that is appropriate to the goals and needs of the student, and to assess the achievement of the student during the previous learning period. Typically, these meetings last for 1-2 hours. At the initial meeting, the learning methods that will be used (i.e. online, in-class, Shasta College) are established, and assignments are created to meet the learning goals. The learning methods are flexible and can change as the student's needs evolve or are more clearly discerned.

### LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Identified need(s)/ issue(s): Student graduation rate lower than desired.

Goal(s): Increase student graduation rate.

Action(s): Math teacher(s) will be retained, new instructional paraprofessional will be hired, will work to utilize student mentoring program, and will reexamine counseling routines and graduation data coding.

### Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

- SCA students made it to the California VEX Robotics State Championship; one team finished in the top 20, the other in the top 5
- SCA continued to thrive on its new-and-improved, safer campus while enriching students' lives with enhanced services and amenities
- SCA's suspension rate was 0%
- SCA's college/ career preparedness rate increased 12.2%
- SCA's ELA scores (11<sup>th</sup> grade) were 5 points above standard
- SCA's math scores (11<sup>th</sup> grade) increased 7.2 points
- More than 30% of SCA students attended Shasta College as high school students

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### ***Greatest Needs***

Increase student graduation rate. According to the California School Dashboard, the graduation rate of SCA's students was 89.7%, a decline of 1.7% from the previous year. Implementation of the actions of this document should help those evaluated to achieve greater success. It is important to recognize, however, that the students being assessed each year are consistently a new group of students, and thus, the new data does not show how a group of students improved or declined, but rather, how a completely new group of students fared in a particular category.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

### ***Performance Gaps***

No state indicators meet that specification.

### ***Comprehensive Support and Improvement***

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

#### ***Schools Identified***

Identify the schools within the LEA that have been identified for CSI.

NA

#### ***Support for Identified Schools***

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

#### ***Monitoring and Evaluating Effectiveness***

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

# **Annual Update**

**LCAP Year Reviewed: 2018–19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## **Goal 1**

Better prepare students for advanced robotics, improve student math achievement, increase student graduation rate, and provide better social studies curriculum to students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6,7

Local Priorities: Reflected in state priorities

## **Annual Measurable Outcomes**

Expected	Actual
95% of Advanced Robotics students having met appropriate prerequisites	100% of Advanced Robotics students met appropriate prerequisites
Maintain or increase CAASPP math results	CAASPP math scores increased 7.2 points
Maintain or increase graduation rate from 82.9% (that was the latest rate available on the CA School Dashboard at the time)	Graduation rate of 89.7%
Purchase new (published within last 3 years) social studies curriculum	Purchased new (published within last 3 years) social studies curriculum

## **Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
New Introduction to Robotics course will be offered, new Math 3 course will be offered, math tutoring will be offered, will reexamine graduation counseling practices, will reexamine graduation data coding, and will purchase new social studies curriculum.	New Introduction to Robotics course was offered; new Math 3 course was offered; math tutoring was offered; graduation counseling practices were reexamined; graduation data coding was reexamined; new social studies curriculum was purchased.	\$86,271 for teacher salaries, extra duty stipends, and benefit costs in program 0120, objects 1110, 1115, and 3000s. \$32,000 for curriculum in program 0120, object 4110.	\$96,996 for teacher salaries and benefit costs in program 0120, objects 1110 and 3000s. \$32,521 for curriculum in program 0120, object 4110.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

New Introduction to Robotics course was offered; new Math 3 course was offered; math tutoring was offered; graduation counseling practices were reexamined; graduation data coding was reexamined; new social studies curriculum was purchased.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Mostly effective: students were better prepared for Advanced Robotics; CAASPP math scores did improve; graduation rate did increase from then-current baseline of 82.9% (2016 data) but ended up being a decrease from then-unknown 2017 graduation rate of 91.4%; students were provided with new social studies curriculum, however, it remains to be seen whether or not it is actually a *better* curriculum than what was previously provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers' salaries and benefit costs were updated during the year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The overarching goal of student improvement remains, though the verbiage has been modified and focused, moving forward. See current year's goal.



# **Stakeholder Engagement**

LCAP Year: **2019–20**

## **Involvement Process for LCAP and Annual Update**

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The involvement process for this year's LCAP took place throughout the 2018-19 school year:

- consistent school leadership team meetings
- professional development conferences
- review of the most recent Western Association of Schools and Colleges (WASC) accreditation report, school self-study, outcomes of the accompanying parent engagement meetings and surveys, as well as student focus group input
- student and parent feedback from facilitator meetings
- student and parent feedback from Director meetings
- facilitator collaboration
- Advisory Board meetings
- California School Dashboard information

## **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

These meetings, opinions, and information influenced the decision to focus on increasing the graduation rate for the upcoming year.

## **Goals, Actions, & Services**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### **Goal 1**

Increase student graduation rate.

#### **State and/or Local Priorities addressed by this goal:**

State Priorities: 1, 3, 4, 5, 6

Local Priorities: Basics: Teachers, Parent Engagement, Local Climate

#### **Identified Need:**

Student graduation rate lower than desired.

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate	89.7%			Increase

## **Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Math teacher(s) will be retained, new instructional paraprofessional will be hired, will work to utilize student mentoring program, and will reexamine counseling routines and graduation data coding.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$118,001; \$10,000
Source			Teacher(s) and instructional paraprofessional salaries and benefits; mentoring program service expenses
Budget Reference			Program 0120 objects 1110, 2110, and 3000s; program 0120 object 5801



## **Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year: **2019–20**

Estimated Supplemental and Concentration  
Grant Funds

\$ 147,945

Percentage to Increase or Improve Services

6.2%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Services for unduplicated pupils will quantitatively and qualitatively be improved for these students specifically with the retention of a math teacher, hiring of an instructional paraprofessional, working with a student mentoring program, and reexamination of counseling routines and graduation data coding.