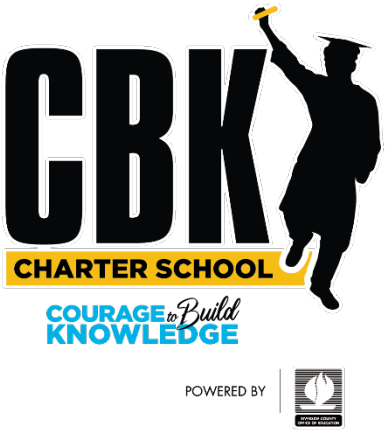
CBK ~~Come Back Kids~~ CHARTER



CHARTER RENEWAL

Term: ~~*July 1, 2025 through June 30, 2031*~~

TABLE OF CONTENTS

Introduction, Students to be Served and Facilities 3
Introduction 3
Students to be Served 3
CBK Facilities and Locations 5

Section I: Educational Program 6
Mission, Vision, Goals, Educational Philosophy 6
WASC, CBK Graduation Requirements 7
Cal Grant, Parent Participation, Partnerships 9
Curriculum and Instruction 10
Independent Study CTE, Core Curriculum 11
Textbooks and Instructional Materials 12
LCAP Goals and Actions 13
Plan for Special Education 15
Section 504 23
Plan for English Learners 23
Plan for Students Who are Academically Low Achieving 26
Plan for Students Who Are Academically High Achieving 26
Specialized Health and Safety Education Programs 27

Section II: Measurable Student Outcomes 28
LCAP Priorities and Metrics 28

Section III: Methods for Measuring Outcomes 30
LCAP Priorities and Metrics 30
Formative Assessment 31
Summative Assessment 31

Section IV: Governance Structure 32
Role of Chartering Authority, Conflict of Interest Regulations, SAC 32
ELAC, Public Meetings 33

Section V: Employee Qualifications 34
Principal 34
Teacher, Non-Certificated Employee, Office/School Secretary 35

Section VI: Health and Safety Procedures 36
Administration of Prescribed Medication, Civility, School Safety Plan 36
Medical Services, Drug Free/Alcohol Free/Smoke Free Environment 37
Emergency Preparedness, Emergency Epinephrine Auto-Injectors, Epilepsy Med. 37
Feminine Hygiene Products, Gun-Free School Zone, Immunizations 38
Lactation Accommodations, Mandated Child Abuse Reporting, Pesticides 38
Sexual Harassment Policies, Suicide Prevention Policies, Food Services 39

Section VII: Means to Achieve Racial Balance 39

Section VIII: Admission Process 40
Admission Policies and Procedures 40

Student Records 41
Pupil Fees and Notification when Pupils Exit Program 42

Section IX: Annual Audits 43

Section X: Student Conduct/Suspension and Expulsion Procedures 44
Behavior Support 44
Suspension Process 45
Expulsion Process 50
Procedures for Other Involuntary Removals from School 58

Section XI: Employee Compensation and Benefits 59

Section XII: Attendance Alternatives 59

Section XIII: Return Rights of Employees 59

Section XIV: Dispute Resolution 60

Section XV: Closure Protocol 61

Section XVI: Financial Planning, Reporting, and Accountability 63
Multi-Year Budget 65
Cash Flow Projection 66
Transportation 67

Section XVII: Impact on the County and Assurances 68
Impact on the County 68
Assurances 68

Section XVIII: Evidence of Academic Achievement 70

Section XIX: Incorporation of New Legislation Relevant to the Charter 75

APPENDIX A: Board Policy on Independent Study 82
APPENDIX B: Multi-Tiered System of Support 85
APPENDIX C: Student Individual Learning Plan 93
APPENDIX D: School Closure Sample Procedural Checklist 94
APPENDIX E: Memorandum of Understanding with Riverside County Office of Ed 98
APPENDIX F: YouthBuild Grant Agreement with California Family Life Center 103
APPENDIX G: MOUs with Youth Opportunity Centers 109
APPENDIX H: CBK Student-Parent Handbook 130
APPENDIX I: CBK Staff Handbook 158
APPENDIX J: CBK LCAP 203
APPENDIX K: CBK School Safety Plan 290
APPENDIX L: Assessment Calendar 314
APPENDIX M: Professional Development Calendar 316
APPENDIX N: Units of Study 321
APPENDIX O: School Year Calendar 325

INTRODUCTION, STUDENTS TO BE SERVED, FACILITIES AND ASSURANCES

Introduction

The Riverside County Superintendent of Schools (RCSS) recognizes that the traditional public school is challenged to meet the needs of the county's student population. This request for charter renewal is presented to the Riverside County Board of Education (RCBE) in compliance with California Education Code (EC) § 47605, which states, "A charter granted by a school district governing board, a county board of education, or the State Board of Education may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years."

The ~~RCSS~~ RCOE is seeking a renewal of the ~~Come Back Kids~~ CBK Charter School under EC § 47600 et seq. as a charter school which is specifically designed to address the academic needs of students at risk of not earning a high school diploma or who have dropped out of school. CBK is a charter school of choice for students within the geographic boundaries of Riverside County, California and adjacent counties. CBK's combination of high-quality learning opportunities, rigorous learning activities, and strong interagency collaboration contribute to the efficacy of the program. contributes CBK Charter School quality learning opportunities, rigorous learning activities, and strong interagency collaboration contribute to the efficacy of the program.

This ~~charter~~ renewal petition provides evidence that CBK has met all requirements set forth in the Charter Schools Act of 1992, EC § 47600 et seq. This petition for the Come Back Kids CBK Charter, having operated successfully and expanded to an enrollment ~~of 625~~ 600 (in 2025) students, is respectfully presented to the Riverside County Board of Education for renewal ~~for the years 2018-2023.~~ a five-year term beginning July 1, 2026 and ending on June 30, 2031.

Students to be Served

Given the reality that the traditional public school is challenged to meet the needs of a growing portion of the county's student population, the Riverside County Superintendent of Schools proposes to re-authorize CBK, a charter school specifically designed to address the academic needs of students age 13 (9th grade) and up through the age of 23 (meeting WIOA guidelines) and older for grades 9-12, at risk of not completing high school. CBK serves students who are at risk for reasons including, but not limited to:

- Recovered dropouts;
- Credit deficient;
- Gaps in enrollment;
- High levels of school transiency;
- Not functioning well on a traditional campus;
- Parenting needs to work full-time and/or part-time;
- Has another barrier to attending a traditional school program.

CBK may enroll any eligible student who qualifies for enrollment in a county community school under EC § 1981 or in a community day school under EC § 48662, who resides in the State of California ~~who wishes~~ and desires to enroll. These students may meet minimum eligibility requirements that permit enrollment based on the following:

- Expelled from a Riverside County school district for reasons as specified in subdivision (a) or (c) of EC § 48915 (mandatory expulsion violations), if a hearing with Riverside County Superintendent of Schools determines the student does not pose a continuing danger to students or staff.

- Expelled from a Riverside County school district for any reason other than those specified in subdivision (a) or (c) of EC § 48915.
- Referred to a county community school by a Riverside County school district as a result of the recommendation by a School Attendance Review Board (SARB).
- Referred by the Riverside County school district of attendance at the request of the pupil's parent or guardian with that district's approval of the pupil's enrollment in a county community school.
- Foster youth, homeless youth, and former juvenile Court School students.
- Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code:
    - On probation or parole and not in attendance in any school.
    - Expelled for any of the reasons specified in subdivision (a) or (c) of EC § 48915.
    - ~~Homeless children.~~ Children experiencing homelessness

This CBK Charter serves at risk pupils meeting the program criteria discussed above. The CBK Charter also serves pupils age 19 and ~~older through 22 and over the age of 22~~ (adults) ~~that~~ who meet at least one of the following criteria:

- Pupil is enrolled in the CBK Charter in a program that provides instruction exclusively in partnership and an executed Memorandum of Understanding with any of the following: (1) the federal Workforce Investment Act of 1998 (WIA); (2) federally affiliated YouthBuild programs; (3) the federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; or (4) the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to law. CBK plans to satisfy this requirement through a partnership with the California Family Life Centers operation of Youth Opportunity Centers (Appendix F), and through the YouthBuild Grant, which is WIOA, funded. In addition, consistent with its recently received Department of Labor WIOA Innovation Grant, CBK will serve participants of this program through the age of 23, which meets CDE criteria for service of students through the age of 23 completing their high school diploma.

- Pupil is enrolled in the CBK Charter in pursuit of a high school diploma while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma consistent with the definition of satisfactory progress, as defined under Title V, California Code of Regulations, Section 11965. "Satisfactory progress" means uninterrupted progress (1) towards completion, with passing grades, of the substance of the course of study that is required for graduation from a non-charter comprehensive high school of the largest unified school district in the county, (2) at a rate that is at least adequate to allow the pupil to successfully complete, through full-time attendance, all of that uncompleted coursework within the aggregate amount of time assigned by the chartering agency for the study of that particular quantity of coursework within its standard academic schedule.

For individuals with exceptional needs, as defined in EC § 56026, satisfactory progress as that term is used in EC § 47612, means uninterrupted maintenance of progress towards meeting the goals and benchmarks or short-term objectives specified in his or her individualized education program made pursuant to 20 U.S.C. Section 1414(d) until high school graduation requirements

have been met, or until the pupil reaches an age at which special education services are no longer required by law.

Students with Disabilities/Special Needs

For students with disabilities, the individualized educational needs of the applicant as determined by an Individual Education Plan (IEP) or Section 504 Team will be used to help determine appropriate programming and services after the student has enolled in CBK..

All other students. Space permitting and subject to lottery priorities, any other student residing in the State of California may be served by CBK, except that students enrolled in independent study (non-classroom-based) must reside in Riverside County or adjacent county.

CBK Facilities and Locations

~~Come Back Kids~~ CBK Charter operates its primary administrative offices at 3939 Thirteenth Street, Riverside, California 92501. CBK operates at the following locations* under one CDS code as part of a single school with multiple locations:

CBK Sites	Location
Arlington Regional Learning Center CBK	6511 Arlington Avenue, Riverside, CA 92504
Betty G. Gibbel RLC CBK	1251 Eagle Road, San Jacinto, CA 92583
~~Corona CBK~~ Blythe CBK	~~3785 Neece Street, Corona, CA 92882~~ 811 W. Chanslor Way Blythe, CA 92225
David L. Long RLC CBK	41350 Guava Street, Murrieta, CA 92562
Desert Hot Springs CBK	11711 West Drive, Desert Hot Springs, CA 92240
Don F. Kenny Regional Learning Center CBK	47-336 Oasis Street, Indio, CA 92201
Dr. Milo P. Johnson Center CBK	671 N. Florida Street, Banning, CA 92220
Educational Options Center CBK	6401 Lincoln Avenue, Riverside, CA 92506
Lake Elsinore Planet Youth CBK	400 W. Graham Avenue, Lake Elsinore, CA 92530
Empower Youth Hemet CBK CFLC	930 N. State Street, Hemet, CA 92543
Grindstaff CBK	9825 County Farm Road, Riverside, CA 92504
~~Hemet Santa Fe CBK~~ Desert Flow TAY Center	~~258 N. Thompson Street, Hemet, CA 92543~~ 78-140 Calle Tampico La Quinta, CA
Jurupa JVHS – CBK	10551 Belgrave Avenue, Jurupa Valley, CA 91752
Mead Valley - CBK	2150 Oakwood Street, Perris, CA 92570
Mecca Boys and Girls Club CBK	91391 66th Avenue, Mecca, CA 92254
Moreno Valley Regional Learning Center CBK	13730 Perris Boulevard, Moreno Valley, CA 92553
Palm Springs CBK	1800 E. Vista Chino, Palm Springs, CA 92262
Perris CBK	515 E. 7th Street, Perris, CA 92570
Riverside Youth Opportunity Center CBK	2060 University Avenue, Riverside, CA 92507
Rubidoux Youth Opportunity Center CBK	5656 Mission Boulevard, Riverside, CA 92509
School of Career Education CBK	2100 E. Alessandro Boulevard, Riverside, CA 92508
Val Verde RLC CBK	3010 Webster Avenue, Perris, CA 92571

*~~Expansion to other areas does not constitute a material revision~~.Should CBK desire to expand to one or more locations not listed above that is within Riverside County or in adjacent counties, CBK shall request a material revision to its charter pursuant to Education Code 47605(a)(4)

Future CBK Sites

CBK will explore expansion to additional sites in Riverside County that include, but are not limited to, Corona and the Eastern and northern sections of Riverside County, ~~along with new sites in~~

~~Anza and Temecula.~~ CBK will explore opening sites in contiguous counties, to the extent permitted by law, after consulting with RCOE and other county offices of education.

SECTION I: EDUCATIONAL PROGRAM

Mission
Creating personalized learning opportunities for all students and to prepare to prepare them to be future ready through rigorous academics, post-secondary opportunities, and safe and supportive learning environments.

Vision

Preparing every student for success in college, career and the community.

Goals
Our goal is to prepare students for future success by providing a supportive school environment that focuses on increasing academic and pro-social skills and behaviors, while providing functional life skills instruction.

An educated person in the 21st century, as reflected in the CBK Charter, is one who demonstrates resilience, adaptability, and a commitment to personal growth despite past challenges or interruptions in their educational journey. Beyond foundational literacy and numeracy, a CBK student develops the ability to think critically, solve real-world problems, and communicate effectively in diverse settings. They are digitally literate and able to access, evaluate, and use information responsibly in a rapidly evolving, technology-driven world. An educated CBK graduate is self-directed and goal-oriented, equipped with the skills necessary for postsecondary success, meaningful employment, and active participation in their community. They understand the value of perseverance, take ownership of their learning, and are empowered to advocate for themselves and others. Ultimately, an educated person in the CBK program is prepared not only to re-engage with education, but to thrive as a productive, informed, and contributing member of society.

CBK is a unique public school designed to:

- Provide parents/caregivers and students with expanded choices in the types of educational opportunities that are available within the traditional public school system.
- Reach students who have "dropped out," or are not currently enrolled in any school or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- Educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning or make up credits.
- Increase student learning and academic performance.
- Provide alternative methods to master core content standards.
- Create challenging academic standards.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- Stimulate student's natural interests and curiosity.
- Provide individualized instruction through student-tailored standards-based curriculum as the primary arrangement.
- Develop life-long learners who are self-motivated.
- Provide students with college and career readiness experiences.

Educational Philosophy

CBK believes students learn best in educational environments that provide opportunities to explore, understand and apply concepts and skills necessary to become independent problem solvers. The optimal learning environments are physically and emotionally safe, contain the necessary supports and structures that promote the development of character and self-discipline; the teacher is respected, supportive and trusted. The curriculum is based in real-world applications, instruction is differentiated based on student needs, and the subject matter is appropriate, relevant, and intellectually stimulating. These conditions are met in a variety of educational settings based on individual needs of the students.

~~Come Back Kids~~ CBK Charter holds the fundamental beliefs that learning occurs best when:

- Work is challenging and accessible to all students.
- Learning opportunities are expanded by accessing various segments of the Riverside County community and through partnerships with community-based organizations as well as private and public agencies.
- Universal design for learning UDL strategies are incorporated into the instructional design.
- Students understand that learning tasks have purpose, meaning, and application beyond the academic setting.
- Instructional activities are integrated, meaningful, and engaging.
- Learning and real-life experiences are considered teaching and learning tools.
- The CBK's combination of high quality learning opportunities and rigorous learning environment contribute to the efficacy of the program.

Transgender Students

CBK classes are conducted without regard to the gender of the pupil enrolled in these classes. Pursuant to EC § 221.5(f), all students shall be allowed to "participate in sex-segregated school programs and activities, and to use facilities consistent with his or her gender identity, irrespective of the gender listed in the pupil's records. Students experience a program with a focus on meeting their individual needs, be it extended learning opportunities or supporting the advancement of their foundational academic skills.

Counseling

Academic counseling is provided by the supervising teacher with the support of a certificated counselor holding a Pupil Personnel Services credential. Counseling services include assistance with Individual Learning Plans (ILP), transcript review, and post-secondary options. Group and/ or individual social-emotional counseling are offered by contracted Behavioral Health Therapist (BHTs), Behavioral Health Therapist Associates (BHTAs),social worker interns and/or professionals from outside agencies to address anger management or other behavioral counsel~~ing~~ needs. Educationally related mental health services (ERMHS) are provided through our school psychologists. Certificated school counselors provide college and career counseling.

WASC Accreditation

CBK applied for and was granted initial accre~~ditation in the spring of 2015 by the Western Association of Schools~~ and Colleges (WASC). CBK applied for continued accreditation in the spring of 2018 and 2023. CBK sub~~sequently applied for and received continued accreditation in the spring~~ of 2018 and again in 2023. CBK was granted accreditation status with a mid-cycle progress report and vi~~sit. As part of this cycle, CBK was granted accreditation with the requirement of a mid-cycle progress report and visit. The WASC visiting team will recommend a~~n accreditation term to the WASC Commission, and CBK will continue the process of maintaining full WASC accreditation. The WASC visiting team will forward a recommended accreditation term to the WASC Commission, and CBK will continue to engage in the ongoing process of maintaining full WASC accreditation.

High School Graduation Requirements

To attain a high school diploma, students must earn a total of 200 credits, except for foster youth, experience homeless youth, and former juvenile court school students who meet the criteria for the State of California's minimum graduation requirements. High school students in grades 9-12 will receive transferrable credits for courses passed which will be accepted at all high schools should they choose to continue their education elsewhere.

CBK shall exempt a pupil in foster care, as defined in EC § 51225.2, a pupil who is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, or a former juvenile court school pupil, as defined in Section 51225.2, who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other

requirements adopted by the CBK that are in addition to the statewide coursework requirements specified in Section 51225.3, unless the school personnel make a finding that the pupil is reasonably able to complete CBK's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Students must attain passing grades in the following state and locally required courses to be eligible for a high school diploma from the ~~Come Back Kids~~ CBK Charter:

CBK Graduation Requirements		**California Minimum Graduation Requirements**	
Required Courses	**Required Credits**	**Required Courses**	**Required Credits**
English/Language Arts (Three years) • English Language Development (ELD) up to 1 year in ~~Grade 9~~ earns ELA credit.	30	English/Language Arts (Three years) • English Language Development (ELD) in up to 1 year~~G~~~~rade 9~~ earns ELA credit.	30
Mathematics (Two years) (including one year of a course that would meet the Algebra requirement)	20	Mathematic (Two years) (including one year of a course that would meet the Algebra requirement)	20
History/Social Science (Three years) • World History (10 credits) • United States History (10 credits) • American Government (5 credits) • Economics (5 credits)	30	History/Social Science (Three years) • World History (10 credits) • United States History (10 credits) • American Government (5 credits) • Economics (5 credits)	30
Science (Two years) • Life Science (10 credits) • Physical Science (10 credits)	20	Science (Two Years) • Life Science (10 credits) • Physical Science (10 credits)	20
Physical Education (Two years)	20	Physical Education (Two Years)	20
Ethnic Studies	5		
Health	5	Fine Art or Language Other than English or CTE (One Year)	10
Fine Arts/Foreign Language (one year) or CTE (One Year)	10		
Electives ~~including Health~~	60 ~~70~~	**Total**	**130**
Total	**200**		

Credits earned from the following alternative means may be considered electives and will be included as part of the 200 credits required for graduation: community service projects; work experience; courses offered through Regional Occupational Programs/Career Technical Education; units earned at a postsecondary institution; intervention courses and credit recovery courses (online distance learning classes).

Cal Grant Program
CBK electronically submits the grade point average (GPA) for all high school seniors to the California Student Aid Commission (CSAC). Pupils, or the parent/guardian of pupils under 18 years of age, may opt out of the program.

Parent Participation
Parental involvement is not a requirement for acceptance or continued enrollment in CBK. Home-school communication is a critical factor for student success. Administrators and teachers contact parents/caregivers to notify them of student progress, events and activities. For students who are 18 years old or older, consent is first obtained by the student to release information to their parent. To support parents' and families' participation, growth and development, the following activities are offered:

- Parents/caregivers are invited to participate in the development of their student's Individual Learning Plan (ILP) and understand academic and transition goals. At this meeting, parents/caregivers are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.
- Each semester, parents/caregivers are consulted regarding their student's progress toward their individual learning plan and class schedule. Parents/caregivers and the student are required to sign a new Master Agreement.

Partnerships
CBK programs continue to be strengthened through collaboration with a variety of partners. The most important partnerships are those formulated between teachers, students, parents, mentors, and the community. The dynamics among these groups are critical to the planning, implementing, and design of CBK. Agency and community partners are vital to the academic progress and meaningful learning experiences for CBK students. These partnerships provide guest speakers, mentors, field trips, career fairs, job shadowing, internships, and community service opportunities.

CBK continues to partner with California Family Life Centers which operate Workforce Investment Opportunity Act programs that serve students through the age of 24 through their Department of Labor Innovation Grant funding. CBK also works in partnership with California Family Life Centers in the operation of a YouthBuild Grant program funded by the Department of Labor serving students, ~~ages 16 through 24.~~ Adult age?

Partners include:

- California Family Life Center
- City of Riverside Youth Opportunity Center
- Corona/Norco YMCA
- City of Desert Hot Springs
- CSUSB Social Work Intern Program
- College of the Desert
- Foster Youth Services
- Mecca Boys and Girls Club
- ResCare Workforce Services
- ~~Riverside County Education Academy~~
- TAY Center
- Michael's House
- RCC

- Riverside County Library
- Riverside County Department of Public Health
- Riverside County Probation
- Riverside Community College District
- Mt. San Jacinto Community College
- Riverside County Workforce Investment Agency
- Riverside County Department of Social Services
- Riverside County Department of Public Health
- Riverside County school districts (23)
- University of California, Riverside
- ~~Vocademy Makerspace~~

Curriculum and Instruction

The educational program at CBK is designed to meet student academic needs and to offer college and career experiences that will reconnect them to learning and improve their employability or success in a post-secondary school. Instruction is offered in an Independent Study model designed to provide one on one teaching through personalized learning, standards- based curriculum. The course of study is based on the California standards and student needs and interests.

Each student has an Individualized Learning Plan (ILP) designed to set goals and provide a focused educational and career pathway. With the assistance of parent/caregiver, mentor and staff support, the student identifies goals that are periodically reviewed. Teachers, parents/caregivers, students, and mentors hold regular briefings to adjust the ILP as needed to ensure progress toward meeting educational goals and to review achievement of the goals. Students are provided with appropriate levels of support to meet challenging academic standards as determined by initial math and reading placement assessments. The ILP serves as a guide and learning tool for students. It is a reflection of the importance of the student's involvement in the learning process. CBK believes students must develop self-discipline in maintaining a focus on goals and purpose, reflecting on their progress, and adjusting their life paths. The ILP is a tool in the development of this process (See Appendix C).

Technology is an integral component of the Come Back Kids (CBK) Charter program, supporting access, engagement, and personalized learning for all students. Each student is provided with an individual device, and hotspots are made available as needed to ensure equitable access to digital learning both on campus and remotely. Through this access, students utilize online platforms and digital tools to complete coursework, build foundational skills, and engage in credit recovery and standards-based instruction. Technology is used to support differentiated learning, allowing students to progress at their own pace while receiving targeted support from teachers. In addition, students develop digital literacy skills, including the ability to navigate online resources, evaluate information, and communicate effectively in a digital environment. By integrating technology in meaningful ways, CBK ensures that all students are equipped with the skills necessary to succeed in postsecondary education, the workforce, and an increasingly technology-driven society.

Guiding Structure

CBK uses a curricular approach that is based upon the following concepts:

- High expectations – setting high expectations for all students.
- Academic studies – increasing access to academic studies that teach the essential concepts, 21st Century skills, and literacy as related to real-world projects and problems.
- Teachers working together – teachers plan and deliver integrated instruction aimed at teaching high-level academic content in professional learning communities.
- Active student engagement – getting every student involved in rigorous and challenging learning with personalized options for learning and expression.
- Academic intervention – providing a structured system of intervention to enable students who may lack adequate preparation to complete a program of study that includes high- level academic content.
- Continuous improvement – using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning.

- Development of students' social-emotional competencies and self-regulated behavior.

Independent Study

CBK teachers use a variety of strategies appropriate for the students' instructional level. The independent study agreement, assignment contract and daily engagement log (See Appendix A) ensures curriculum pacing and appropriate use of instructional time to implement a standards-based common core curriculum. CBK maintains a 180-day school year. Computer-based credit recovery courses through online learning offer an opportunity for students to utilize technology to more quickly complete coursework and graduate with their peers. Other options for credit recovery include enrolling in CTE, work experience, internships, and dual or concurrent enrollment classes. Teachers monitor student progress, and plan for support (academic and behavioral) based on needs.

Upon entering CBK, students are assessed to determine their individual levels of proficiency in English language arts and math. Results of the assessment are used to determine course placement and instructional levels that best meet the student's current academic level needs. Students who test two grade levels below grade level are placed in credit intervention courses. Weekly intervention support is conducted in English Language Arts and mathematics to assist students needing intervention strategies to build basic skills and designated ELD instruction. Additional tutoring in math and ELA is provided throughout the year by teachers and contracted tutors.

CBK staff use curriculum, textbooks, supplemental materials, and instructional strategies aligned to the California (Common Core) Standards to meet the varied and individual ability levels of students. Each course meets the state learning standards and instruction will focus on actively engaging students in learning experiences. CBK complies with all legal requirements relating to the receipt of state funding for non-classroom-based instruction under EC §§ 47612.5(d) and 47634.2. "Non-classroom-based instruction" means instruction that does not meet the requirements for "classroom-based instruction," specified in EC § 47612.5(e), and includes, but is not limited to, independent student, home study, work study, and distance and computer-based education.

Career Technical Education/Vocational Training

Work experience provides students with opportunities to earn credit while learning work based skills in a reality based environment. Students also have the opportunity to participate in job shadowing experiences, internship programs, and vocational training opportunities while being directly supervised by credentialed staff. CBK continues to expand work experience and internship opportunities to parallel the career interests of students and to enhance academic and vocational skills. CBK students are guided to Career Technical Educational opportunities in both the Career Technical Education (CTE) programs throughout the county and in online learning platforms. Students are offered concurrent enrollment opportunities at local community colleges , university and other introductory college experiences.

Engaging, Standards-based Core Curriculum

All students receive instruction in the California standards in English language arts, mathematics, history-social science, and science. English language arts (ELA) and English language development (ELD) emphasize the ability for students to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts and to

expand students' full and wise participation in a democratic society and global economy. ELD is integrated with the CCSS mathematics, history-social science, science, and physical education instruction as well as provided through small group designated instruction,dependent on student level. Students receive instruction in the Next Generation Science Standards (NGSS). Following the recommendation of the *2017 California Science Framework*, CBK Science Units follow the 5E Instructional Sequence that emphasizes inquiry-driven instruction and project- based learning. Themes connect each course's texts with relevant, personally engaging inquiry. Themes carry through consecutive courses, creating a thread of connection and relevancy with the rigorous curriculum. Both ELA curriculum and the social science curriculum align with the themes, so students with more than one subject can make connections across the subjects and prior knowledge in discussion and written activities.

Textbooks/Instructional Materials

All students in CBK receive materials and instruction supporting the California Standards/Frameworks in each content area. Students identified as English learners receive English Language Development. The textbooks for students in grades 9-12 have been adopted to support student learning of the California Standards and for success in preparing for college and careers. PLATO on line Learning Program is used for core and elective courses.

Textbook Subject and Title	**Publisher**	**Grade**
English Language Arts/English Language Development		
My Perspectives-ELA	Pearson	9
My Perspectives-ELA	Pearson	10
My Perspectives-American Literature	Pearson	11
My Perspectives-British Literature	Pearson	12
Mathematics		
Integrated Math 1	McGraw Hill	9
Integrated Math 2	McGraw Hill	10
Integrated Math 3	McGraw Hill	11
Mathematics for Business and Personal Finance	McGraw Hill	9-12
~~Globe Fearon Practical Math for Consumers~~	~~Pearson~~	~~9-12~~
History-Social Science		
~~Prentice Hall Economics~~ Principles of Economics	~~Pearson~~ McGraw Hill	9-12
~~Magruder's American Government~~ Principles of American Democracy	~~Pearson~~ McGraw	9-12
~~United States History & Geography~~ United States History. Geography	~~Glencoe~~ McGraw	9-12
~~World History & Geography~~ World History, Culture and Geography	~~Glencoe~~ McGraw	9-12
Science		
Earth Science	McGraw-Hill	9 New Book
Health	McGraw-Hill	9-12
~~Biology~~	~~McGraw-Hill~~	~~10~~ Need to put

		adopted
~~Physical Science~~	~~McGraw-Hill~~	~~9~~ New book here
~~Chemistry~~	~~McGraw-Hill~~	~~11~~ new book here
~~Physics~~	~~McGraw-Hill~~	~~12~~ new book here

LCAP Goals and Actions (EC § 47605~~(b~~c)(5)(A)(ii~~)~~)

The CBK LCAP annual goals and actions for all pupils and for each subgroup of pupils identified pursuant to EC Section § 52052, to be achieved in the state priorities, are as follows:

Goal 1: ~~Students will graduate from high school well prepared for post-secondary education and careers.~~ All students will demonstrate growth towards meeting or exceeding standards in ELA and Math to meet graduation and CCI requirements
~~Implement project-based learning in the ELA/ELD and math units of study and begin implementation of the Next Generation Science Standards (NGSS). Implement experiential learning activities.~~
~~Acquire materials, equipment, and technology to enhance student learning and performance.~~
~~Implement professional development to enhance instruction in project-based learning, NGSS, and ELD strategies. Provide induction for new teachers and STARS coaching support for veteran teachers. Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).~~
~~Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways). Implement contract with Vocademy Makerspace to provide students with hands on workforce skills in industry sectors.~~
~~Continue and expand work experience and internship programs that align with CTE pathways.~~
~~Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.~~
~~Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students.~~
~~Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from TOAs and the school psychologist.~~
~~Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.~~
~~Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas.~~
~~Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop dashboards to monitor student attendance, credit accrual and achievement measures.~~
~~Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.~~
~~Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.~~
~~Implement CTE classes, CTE Pathways, and YouthBuild classes, including opportunities for students to earn micro-certifications.~~

~~**Goal 2: Students will be connected to school and educated in positive, safe, and healthy learning environments.**~~
~~Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll.~~
~~Continue to maintain building leases and maintain CBK sites.~~
~~Continue to implement the Social Work intern program.~~
~~Implement parent/student communication and training that includes Edulink, Remind 101, email, and other forms of electronic communication to promote positive school attendance.~~
~~Track interventions to increase student retention. Collect data on student attendance and retention to determine effective interventions for students based on age and credit accrual.~~
~~Continue implementation of MTSS with staff development, meetings, and online support.~~
~~Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.~~
~~Provide bus passes for students to improve attendance.~~
~~Purchase outreach materials for student orientations, presentations to partner districts, and community events.~~
~~Review and revise Individual Learning Plans to reflect PBIS and learning outcomes.~~
~~Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.~~
~~Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.~~
~~Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.~~
~~Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.~~
~~Develop annual calendar with all scheduled events for the year, published on CBK website.~~
~~**Goal 3: English learners will acquire proficiency in English.**~~
~~Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes (Unduplicated Pupils).~~
~~Implement universal design for learning (UDL) and personalized learning.~~
~~Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.~~

GOAL #1: All students will demonstrate growth towards meeting or exceeding standards in ELA and Math to meet graduation and CCI requirements		
1.1	GLEAM Instruction and Professional Development	Ensure culturally and linguistically responsive instruction for all students by providing a space and structure for teachers to (1) engage in dialogue and dynamic learning with students; (2) explore their own identities, mindsets, and skills (mirror work) as they simultaneously seek to understand and affirm their students' backgrounds, cultures, and languages (window work); and (3) cultivate restorative, student centered classroom cultures while focusing on instruction that is grade level centered. This will be done through time spent in PD and PLC meetings as well as SILK training and additional support coaching
1.2	School Aligned Resources	Students have students have access to standards-aligned instructional materials in multiple modalities
1.3	MTSS Teams	MTSS team meetings to review and evaluate data to determine interventions for students within the areas of academics, behavior, and attendance, as monitored and documented through the AERIES system
1.4	Direct Tutoring and Intervention Support to Students	Tutoring provided by contracted tutoring programs online, in person, and through learning platforms such as Achieve3000 and Membean
1.5	Professional Development	Professional development in the form of targeted support by the Administrator of Innovation and Support, Teacher on Special Assignment (TOSA), through in-class coaching and weekly professional development
1.6	Access and Use of Digital Technology to Support Student Learning	The provision of one-to-one devices and the use of digital platforms to support access to grade-level materials (i.e. Clever, Edmentum, Canvas, Language Tree, etc.) and allow for courses to be presented in a manner that can support all types of learners, such as EL, SWD

Goal #2: All students will graduate from high school with equitable access to college, career, or postsecondary pathways		
2.1	Dual Enrollment Programming	Course offerings and guidance offered through UCR, RCC, COD, MSJC, and other local community courses which allow for students to earn credit and/or experience courses provided by college instructors while enrolled in high school programming. Students provided enrollment assistance and comprehensive progress monitoring in college coursework.
2.2	CTE Pathways	Expand current career technical programming that includes welding, digital media, culinary/hospitality, residential commercial construction, and computer networking/science.
2.3	College and Career Indicator (CCI) Planning and Awareness	Implement comprehensive college readiness programming, integrating college introductions, tours, CTE opportunities, and transition activities. This includes career inventories, college assessments (PSAT, AP exams, ACT, SAT), summer camps, and College and Career teacher support for college applications, financial aid, and FAFSA completion. Additionally, strategically

		plan CCI readiness through academic scheduling, expand dual enrollment, IB, AP, and CTE offerings, embed literacy and numeracy skills, provide SBAC preparation, and offer concentrated support for underrepresented groups in accessing dual enrollment, college and career guidance, and FAFSA completion
2.4	Attendance Support and Focus	CDPs directly support students who are foster, homeless, or migrant in developing individual plans to meet attendance goals. There is MTSS data monitoring.
2.5	Monitoring instruction, Learning, and Graduation Rates for Students with Disabilities	Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior. Provide teachers with in-class support from administrators and school psychologists.
2.6	Monitoring instruction, Learning and Graduation Rates for EL students.	Monitor and evaluate the progress of EL students on academic achievement, attendance, and behavior. Provide teachers with in-class support from administrator, and EL teacher on special assignment
2.7	High School Equivalency Test (GED and HiSET)	Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternative to the high school diploma
2.8	Work-Based Learning and Industry Certifications	Implement Workability, Work Experience permits, internships, and other employment certificate programs (i.e., food handler permits, OSHA certification)
2.9	Student Led Enterprise	Implement student led enterprise courses and competitions to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement) and participate in projects and competitions with enrollment across all sites.
2.10	Summer School	Implement a targeted summer school program to support the graduation rate and provide instruction and support for students who have missed learning opportunities during the school year. Offer engaging, affirming, and meaningful instruction aimed at helping students develop and enhance knowledge on grade-level standards, ensuring their academic progress and success
Goal 3: Support students' personal growth and learning in safe, nurturing environments, while also enhancing connections and communication between homes, schools, and communities		
3.1	Parent/Guardian workshops and committees	Training and support to educators and families - helps both groups work collaboratively to build trusting relationships and partnerships focused on **supporting** improved student outcomes. These regular workshops and seminars for parents and guardians on topics such as effective communication strategies, navigating the education system, and supporting student learning at home will occur through College Success, various parent advisory committees, SAC, ELAC, DELAC, parent/student information, activities, and orientations.
3.2	Parent Engagement and	The use of various parent outreach systems, opportunities to

	Information Systems	communicate about student progress and programming. (Parent Square). CDPs directly communicate with parents about student progress and opportunities for engagement with the school community
3.3	Community Outreach and Student Recruitment	Community Dropout Prevention Specialists engage with community and community partners to spread awareness about CBK and recruit students.
3.4	Enrollment and Attendance Support	Attendance and Registration Technician (ART) directly supports parents in registering students, gathering and maintaining records, and monitoring attendance. Provide a system of attendance interventions and supports
3.5	Transportation Support	Students are provided bus passes to support transportation to and from
3.6	Multilingual Communication	Translation provided to ensure that all communications, including newsletters, websites, notices, meetings, and workshops, are provided in multiple languages to accommodate the diverse linguistic backgrounds of families in the community.
3.7	Behavior Health	Implement and monitor mental health/social health wellness and screener to provide mental health and support by providing a multi-tiered system of intervention. Students have access to licensed behavioral health therapist (BHT) on each school campus. Families are provided direct support and linkage to supporting community agencies and resources.
3.8	Student Activities	School activities such as extra-curricular activities and experiential learning trips to enrich student engagement and foster a stronger sense of connection to the school community
3.9	PBIS	Implement integrated systems of support and other means of correction to improve student behavior in school such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices, MTSS data monitoring and intervention planning, incentives, and other means of Corrections (counseling, mentoring, mental health services, behavior plans) improve student behavior and increase attendance through the GRADS Program. Growth Minded, Resourceful, Actively Engaged, Determined, and Socially Responsible
3.10	School Safety Personnel and Services	Provide campus security supervisors to support safety, social-emotional learning, informal mentorship, and guidance.
3.11	School Safety Equipment	Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).
3.12	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.

Plan for Special Education

CBK shall assure that a Free Appropriate Public Education (FAPE) is provided for all students with disabilities attending CBK in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) 20 U.S.C. Section 1400 et seq., and implementing regulations. Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided

in other public schools and charter schools within the SELPA. ~~It is understood~~ ~~that~~ CBK shall not discriminate against any pupil in its admission criteria on the basis of disability.

A full continuum of special education programs and related services shall be provided as required by an individual student's Individualized Education Plan (IEP). No student otherwise eligible to enroll in CBK will be denied enrollment due to a disability or the school's inability to procure necessary special education services. CBK shall assume responsibility for compliance with Section 504 of the American with Disabilities Act (ADA).

The CBK Charter shall be considered a school of the Riverside County Superintendent of Schools for the purposes of special education.

~~Come Back Kids~~ CBK Charter Responsibilities

CBK delivers required and appropriate special education services and related to students enrolled in the charter school. These program and services shall include:

- Child Find.
- Initial, ~~annual, and~~ triennial, and other evaluations.
- Individual Education Plan (IEP) development and team composition.
- Program and Service delivery for all provisions as delineated ~~o~~in each students' IEP. CBK is solely responsible for providing special education and related services. (A district in which a student physically resides is not responsible for providing special education and related services to any student enrolled in CBK.)
- Special education transportation to the extent necessary to provide the student with a free appropriate public education (FAPE) as indicated on IEPs~~.~~
- Due process/compliance proceedings ~~and related attorney fees~~.
- Inter and intra/SELPA permits (in accordance with Riverside County SELPA policies and procedures).
- Nonpublic school/agency placements.
- Submission of all required reporting, filings, etc. to fully comply with the Riverside County SELPA and California State Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services Referral

CBK refers students for Student Study Teams (SST)/Multi-Tiered System of Support (MTSS) to determine if alternative interventions are appropriate for students demonstrating low performance. Through this process, parents/caregivers, teachers, key school personnel, or other interested persons systematically review and make suggestions about student performance related to:

- Academic progress;
- Social/Emotional development;
- Physical limitations; and/or,
- Behavioral history.

Students are referred for assessment when there is a suspicion that student has a disability which ~~only when their individual needs~~ may be interfereinging with school performance ~~and cannot be met through modifications within the general education/home-school setting (federal mandates require general education resources and services be exhausted before the CBK refers a student for special education testing).~~ Objective and complete data are collected during an initial SST/MTSS referral to ensure appropriate recommendations for each student are made (i.e., work samples, cumulative record review, state assessment results, and health history). At all SST/MTSS meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of the proposed strategies. In most cases, sufficient progress is noted at the follow-up meeting and more restrictive interventions are not warranted. If progress is not noted, the SST/MTSS may refer the student to a second tier where more intensive research-based curricular strategies are implemented (similar to the leveled tiers in MTSS) or for special education assessments. A formal request from a parent/caregiver to assess a student for special education supersedes the SST/MTSS process, and an Assessment Plan or written response to the request will be generated within 15 calendar days following the receipt of a written request.

Special Education Programs and Services

For students with an identified disability referred to CBK by a local education agency (LEA) or those that are currently enrolled but would like to consider other programs, the following steps are necessary:

Interim Placement and ~~Individual Education Plan (~~IEP~~)~~ Development

CBK adheres to the legal mandates outlined in I~~ndividuals with Disabilities Education Improvement Act (IDEIA)~~ IDEA and its in implementing regulations. When a student with an active IEP transfers to CBK the student and/or parents ~~are~~ is required to complete an enrollment packet and complete and attend an orientation meeting. If the student was receiving special education services at his/her last district, records will be requested. Student is to be enrolled in school immediately and as soon as records are received an interim placement form will be completed by the principal. The team will hold an IEP within 30 days of enrollment to determine IEP services In accordance with Education Code section 56325(a)(2), students who enroll in CBK from another school, whether within or outside of California, shall be provided a FAPE, including services comparable to those described in the student's previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days through a 30-day interim placement. By that time, the student's IEP team shall adopt the previously agreed upon IEP or shall develop, adopt, and implement a new IEP that is consistent with the law.

The IEP team is comprised of the parent/caregiver (and/or their requested representative[s]), a general education teacher familiar with the student's work, a special education personnel, and individual to interpret assessments,if needed an administrative representative, and the student. The IEP meetings are facilitated by the CBK administrative representative. Based upon the student's present leveles and areas of need identified by the team, goals, objectives, and frequency/duration of services are designed to ~~maximize~~ provide meaningful educational benefits for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is ~~periodically~~ consistently monitored, and written documentation of progress toward meeting annual goals is provided to parents/caregivers as frequently as per the student's IEP. ~~their general education counterparts~~.

At any point in the year, t~~T~~he LEA representative must consult with an administrative representative from CBK Alternative Education program and schedule a transitional IEP meeting. ~~All psychological assessments for referred students must have been conducted within the past 18 months~~. During the transitional IEP discussion surrounding placement and service will be made and a complete annual/transitional IEP will be written to address the student's needs and services that will occur within the CBK program. This will include, but is not limited to, a discussion on whether the student ~~would best be served~~ may receive a FAPE ~~by a seat based or~~ in an independent study model of instruction.

Upon enrollment, the staff will meet with the student and parent/caregiver to review the student's current IEP and discusses course assignment. ~~Special education~~ English learners~~'~~ who qualify for special education and related services will have IEP goals ~~will~~ thatreflect the individual student's linguistic objectives. The educational needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals.
- Assignment to a daily schedule based on identified special needs.
- Placement in appropriate courses with highly qualified teachers credentialed to instruct special education students.
- Assignment to core classes and intervention courses for reading and/or math based on the appropriate instructional setting.
- Special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core curriculum.
- Additional instructional time to provide students sufficient instruction and practice in order for them to master grade-level standards and the skills assessed state assessments.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Individualized Learning Plans (ILPs) with specific goals aligned to IEP goals that are reviewed after 90 days and revised as needed.
- Staff collaboration regarding best practices for working with special education students.
- Encouraged participation of parents/caregivers in outreach activities.
- Collaboration between CBK, RCSS and the Riverside County SELPA to provide appropriate special education services.

Initial and Triennial Assessments

The California Code of Regulations (CCR) specifies what must be contained in assessment of individuals with exceptional needs and these must be followed for an initial referral and reevaluation assessment for special education program services.

Initial Assessments

A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (EC § 56303). Insert narrative about eligibility for special education

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, CBK will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of disability; coordinate qualified personnel to provide the required testing; distribute written assessment reports to the parent/caregiver prior to the IEP meeting; generate IEP meeting notices; develop and facilitate the IEP meeting ; and, distribute copies of the IEP paperwork to appropriate personnel.

Timeline for referral for special education evaluations (EC § 56043):

a) A proposed assessment plan shall be developed within 15 calendar days of referral

for assessment, not counting calendar days between the pupil's regular school sessions or terms or calendar days of school vacation in excess of five schooldays, from the date of receipt of the referral, unless the parent or guardian

agrees in writing to an extension, pursuant to subdivision of EC § 56321.

b) A parent or guardian shall have at least 15 calendar days from the receipt of the proposed assessment plan to arrive at a decision, pursuant to subdivision (c) of EC § 56321.

c) Once a student has been referred for an initial assessment to determine whether the student is an individual with exceptional needs and to determine the educational needs of the student, these determinations shall be made, and an individualized education program team meeting shall occur within 60 days of receiving parental consent for the assessment, pursuant to subdivision (a) of EC § 56302.1, except as specified in subdivision (b) of that section, and pursuant to EC § 56344.

CBK utilizes the Riverside County SELPA web-based Special Education Information System (SEIS) to complete all IEPs and report CASEMIS information.

Triennial Re-Evaluation

At least once every three years, a student may be reassessed to determine his/her continued eligibility to receive special education services. The purpose of the triennial re-evaluation is to determine a continuing need for special education, and to consider ~~most~~ appropriate interventions,services and meeting the student's needs in the least restrictive environment, ~~the extent of the handicapping conditions and the extent of the student's processing deficits~~. Before completing a triennial re-evaluation, the assessment team will ~~meet to~~ review previous evaluations and ~~review the~~ functioning in present placement.

When developing an Assessment Plan all of the areas of the suspected disability will be considered. This may include assessment by the psychologist ~~(intellectual, affective, sensory motor functioning)~~, the special educat~~or~~ion teacher (administer one standardized test such as the Woodcock Johnson Test of Achievement IV ~~and other informational measures such as a student portfolio, and curriculum- based measurement). The team will include assessment by the~~ and/or related service professionals as appropriate.

~~Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a Section 504 Accommodation Plan will be considered, and if offered and accepted, developed at the IEP Team meeting.~~ Add section on transition plans and services for students who exit from special eudcation

Identification of Special Education Services for English Learners

Before a second language English Leaner ~~student~~ is referred for special education, their level of English proficiency will be determined to ensure that any~~their~~ lack of acquisition of language skills is not the reason for lower academic performance. Personnel fluent in a student's native language and familiar with their native culture will participate during the SST/MTSS process and during the referral, assessment and identification processes for determining the eligibility for special education. Include credentials that staff hold

The limited English proficiency/fluent English proficiency status of a student will be used to determine the language that he/she will be assessed in when a formal referral to special education is made. Assessments will be provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally,

and functionally, unless it is not feasible to so provide or administer as required by Section 1414(b)(3)(A)(ii) of Title 20 of the United States Code.

The students' home language will be documented on the IEP.When requested by a parent, an interpreter will be provided to ~~Bilingual personnel~~ will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) ~~when requested by a parent.~~ At all IEP meetings involving ~~second language~~English learners, the IEP team notes whether eligible students will be provided special education services in their primary (L-1) or secondary (L-2) language. All goals and objectives for bilingual students are developed in collaboration with BCLADBILA general education staff to insure linguistically appropriate goals and o b j e c t i v e s are developed and that the student's language acquisition needs are taken into account when the IEP is developed. Special education personnel who assess and deliver services outlined on the student's IEP have CLAD certification.

Staffing, Curriculum, Service Provisions, and Student Accountability

All special education services are provided by ~~"highly~~ qualified~~"~~ staff. Special education services will supplement general education and will not supplant other sources of federal, state, and local funds apportioned to CBK. ~~Identified special education~~ students with disabilities are provided with accommodations and modifications to allow access to the same core curriculum as their general education counterparts to the extent ~~and as~~ outlined on their IEPs. All ~~identified special education students~~ are expected to participate in any state graduation exit exams and/or, required state performance assessment. If parents/caregivers of ~~special education~~ students with disabilities waive their student's participation in standardized testing, students complete alternative norm referenced assessments to measure their annual progress.

All services, supplementary materials, or assistive devices required to access core curriculum are provided at no cost to the ~~identified special education~~ student. No facilities utilized for purposes of special education s h a l l present any physical barrier that would limit an eligible student's full participation in the educational ~~or extracurricular~~ program. Differentiated or weighted grading policies or practices are not utilized ~~not be in place~~ for students with disabilities, except to the extent provided in their respective IEPS~~identified special education students.~~

CBK offers a full continuum of ~~program~~ options for students with disabilities. Include continuum of services/options. Special Education services include, but are not limited to, the following:

- Assessment
- Individual Education Program (IEP) Review and Development
- Behavioral Analysis and Intervention
- Teachers on Assignment
- Specialized Academic Instruction
- Educationally Related Mental Health Services (ERMHS)
- Related Services

Disenrollment, Suspension, Expulsion

Attendance for special education services is ~~are~~ monitored closely to ensure identified students' access to all placement, services, and supports as outlined on the student's ~~their~~ IEP. If a ~~special education~~ student misses two meetings ~~sessions~~ in a month, CBK contacts the family. If three consecutive special education meetings with a provider are missed, an IEP meeting is called to insure the CBK personalized learning model remains an appropriate placement for the student and to discuss steps the IEP team will take to

carefully monitor progress that assures educational benefit for the student. Any suspension, expulsion, or other involuntary removal from CBK for any reason will be conducted in accordance with the due process requirements of EC § 47605~~(b~~ c)(5)(J), as further described in Section X of this Charter.

School Discipline and Placement Procedures for Students with Disabilities

Students with disabilities will be disciplined in accordance with this Charter and the Parent/Student Handbook, except that students with disabilities will be afforded the protections in federal law against an unlawful change in placement. No identified special education or Section 504 student will be ~~suspended~~ removed for more than ten (10) school days per calendar year without a Manifestation Determination meeting to determine if his/her misconduct is a manifestation of his/her disability.

Students with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for students without disabilities. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student with a disability who violates a code of student conduct. A manifestation determination ~~IEP amendment meeting~~ will be held ~~called~~ to determine the need for a change of placement from the current setting when (1) the administrator has decided to suspend the student for ten or more cumulative days, and/or (2) removal of the student for more than ten consecutive days has been considered. This ~~IEP meeting~~ manifestation determination meeting must take place immediately, if possible, or within ten days of the school district's decision to take this type of disciplinary action. (20 USC § 1415(k)) Except by your consent or court order, your student cannot be suspended for more than 10 consecutive days. If the district obtains consent for a suspension, longer than 10 days, it must continue to provide special education and services (20 USC § 1415(k)(3)(B)(i); 34 CFR § 300.530; 30 EC § 48915.5; *Honig vs. Doe).*

Parents/caregivers will be invited to participate as a member of the IEP Team. The school district must provide a written notice of the required action. During the meeting, the team members will discuss the alleged misconduct and the student's relevant disciplinary history, current IEP, educational placement, behavior supports, attendance and health records, and assessment reports on file. They will also consider teacher observations, relevant information provided by the parent/guardian, and other relevant unique circumstances to be considered. From this discussion, the team will make manifestation determination review findings ~~and make~~ recommendations. The options are ~~to either not continue~~ end the discipline process and consider ~~possible~~ changes to the current IEP or continue with the discipline processes as would be applicable to nondisabled students.

After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the student to continue to participate in the general education curriculum and progress toward meeting the goals set out in the student's IEP. Also, a student will receive, as appropriate, a functional behavioral assessment and behavioral interventions which are designed to address the behavior violation so that it does not recur.

Under Federal law, a school district may place a student in an appropriate interim alternative placement for up to forty five (45) days under certain circumstances. Those circumstances are when the student has carried a weapon or has knowingly possessed or used illegal drugs or sold

or solicited sale of controlled substances at school or a school function or committed serious bodily injury. (20 USC § 1415(k)) Alternative educational settings must allow the student to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP (34 CFR § 300.530; EC § 48915.5(b)).

If there is disagreement with the IEP Team's decision, the parent/guardian/adult student may request an expedited due process hearing from the California Department of Education's Special Education Hearing Office, which must occur within twenty (20) school days of the date on which the hearing was requested (20 USC § 1415(k)(2); 34 CFR § 300.531(c)). If parent/guardian/adult student requests a hearing or an appeal regarding disciplinary action or manifestation determination, the student will stay in the interim alternative setting unless the maximum of 45 days is reached, another time frame is established by a hearing officer, or the parents and school district agree to another placement (34 CFR § 300.533).

A school psychologist will be involved in all phases of expulsion proceedings and parent/student will be provided due process rights throughout. In cases where suspension (beyond 10 days per year) or expulsion is recommended following the Manifestation Determination Meeting, ~~the CBK and t~~he Riverside County Associate Superintendent of Schools, Student Programs and Services will be notified and the regular discipline procedures will apply.

Maintenance of Special Education Records

CBK shall maintain all identified student's special education ~~files~~, records use appropriate forms/ software, and file reports as necessary to maintain legal compliance. CBK shall verify the accuracy of all reports and submit them in a timely manner as required by the Riverside County SELPA. The following records will be maintained by CBK for three (3) years:

- Student Registration Form, Running record of entry and exit dates
- Psycho-Educational Reports and other assessment documentation
- Behavior Contract – Behavior Support Plans
- Initial Referral for Special Education, if referred by the County (including date of referral, date of SST meeting, date assessment completed, and date of review by 504 or IEP team)
- Referral for evaluation prior to significant change in placement (including date of referral, date assessment completed, and date of review by 504 or IEP team)
- Testing Information (protocols)
- IEP(s) (including entering IEP and any County IEP)
- 504 Plan(s) (including entering Plan and any County Plan)
- Interim Placement (including the date of any interim placement, participants in the interim placement decision, and a description of the interim placement)
- Request for Records (including date of each initial and follow-up request, and date of receipt)
- Date incoming student identified as disabled by the County
- Date site notified County office and site special education staff that incoming student identifiedas disabled
- Date(s) student file is transferred between sites and/or between the site and the County office
- Weekly Make Up Services Forms as needed

Special Education Funding

Riverside County SELPA shall allocate funding to RCSS for services to CBK for the provision of special education services in accordance with Assembly Bill (AB) 602. CBK will contract for special education services with qualified providers who possess appropriate special education credential(s) for needed service that are not provided by CBK. All expenditures associated with delivery of said special education services is the responsibility of CBK. CBK shall be responsible for all special education costs in excess of revenues received from the Riverside County SELPA.

Riverside County Superintendent of Schools, in cooperation with the Riverside County SELPA, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned to CBK.

CBK shall access and oversee all funds generated through the Riverside County SELPA's low incidence funding model. Following the existing guidelines developed within the SELPA, CBK shall ensure that low incidence funds are dispersed solely for students eligible to access these funds. CBK shall be responsible for inventory, maintenance, and training on the use of the equipment. The equipment shall remain the property of the Riverside County SELPA.

CBK is a school of RCSS for the purposes of special education and receives funding and services through RCSS' membership in the Riverside County SELPA.

Parent/Caregiver Concerns/Complaints

Parent/Caregiver concerns regarding special education services shall be directed to CBK. CBK shall address the parent/caregiver concerns. CBK will address, respond to, investigate, and take any and all necessary action to respond and attend to all complaints involving special education and IDEIA compliance.

Parents/Caregivers may request a due process hearing from the Office of Administrative Hearings ("OAH") regarding:

- The identification of ~~your~~ student for special education eligibility.
- The assessment of ~~your~~ student.
- The educational placement of ~~your~~ student.
- The provision of a free appropriate public education (FAPE) for your student.

The request for a due process hearing must be filed within *two years* from the date parent/guardian/adult student knew or had reason to know of the facts that were the basis for the hearing request (20 USC §1415(b)(6); 34 CFR § 300.507; EC §§ 56043(r),56501 and 56505(l)) There is an are exception to this timeline if the parent/caregiver is prevented from requesting the hearing earlier because:

- the ~~district~~ LEA misrepresented that it had resolved the problem.
- the LEA ~~district~~ withheld information that should have been provided to ~~you~~ the parent 20 USC ~~(H.R. 1350~~ §14 ~~6~~15(f)(3)(D)).

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as a part of the costs to the parent of a student with a disability if they are the prevailing party in the hearing. Reasonable attorneys' fees may also be made

following the conclusion of the administrative hearing with the agreement of the parties (20 USC § 1415(i); EC § 56507(b)). CBK may initiate a due process hearing concerning an enrolled student as the Charter determines it legally necessary to meet CBK's responsibilities under federal and state law.

Section 504 of the Rehabilitation Act of 1973

Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, the IEP team will consider the assessment results in making a determination as to whether or not the student may be eligible to receive appropriate accommodations under Section 504 of the Rehabilitation Act of 1973. If the student is determined to be eligible under Section 504, an Accommodation/Modification Plan will be developed to ensure that the student has access to the curriculum. Add 504 plan assessment and details

A student is considered to be a person with a disability under Section 504 if he/she is someone who:

- Has a physical or mental impairment that "substantially limits" one or more major life activity.
- Has a record of the impairment.
- Is regarded as having impairment, or a significant difficulty that is not temporary.

An existing 504 Plan of a student entering CBK will implemented at the school. A meeting will be held with appropriate staff to ensure that the 504 Plan continues to address theaccommodations, modifications, and other services may be required by the ~~cadet~~ student in order to access the curriculum.

Plan for English Learners

CBK is committed to high levels of academic success for all students, including English learners (EL). CBK meets all applicable legal requirements for ELs including, but not limited to, annual notification to parents/caregivers; student identification, placement, program options, and EL and core content instruction which are research-based; teacher qualifications and training; re-classification criteria and process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and, standardized testing requirements. CBK implements policies to assure proper placement, evaluation, and communication regarding EL and the rights of students and parents. Include designated

CBK serves an EL population reflective of the student population in Riverside County. CBK emphasizes continual improvement dedicated to strengthening and expanding EL strategies. To ensure CBK has qualified staff to serve EL students, CBK recruits staff with the proper training and success with EL students including a CLAD or BCLAD or HLA certificate. CBK implements SDAIE strategies, Integrated ELD Standards differentiated instruction, and Universal Design for Learning (UDL) strategies. Teachers meet in monthly data team meetings to monitor the academic progress of EL students.

<u>Home Language Survey</u>

CBK shall comply with all applicable state and federal laws related to the education of ~~English Learner~~ (EL) students. CBK shall develop, implement, and maintain policies and procedures for the provision of services to EL students including identification, assessment, and assignment to

appropriate academic and English language development courses. At the initial enrollment conference, the Home Language Survey will be administered to determine E~~nglish~~ le~~aner~~ status.

Establishing English Language Development Proficiency

All students who indicate that their home language is other than English are required to complete an assessment of English language proficiency within 30 days of initial enrollment. Students are tested annually to measure their language growth until re-designated as fluent English proficient.

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. Students will take the Initial Assessment if: the student has a primary language other than English; the student has not taken the English Language Proficiency Assessments for California (ELPAC) before; and the student has not been classified as an English learner.

The ~~English Language Proficiency Assessments for California~~ (ELPAC) is the state ELP assessment. It is comprised of two separate ELP assessments: one for the initial identification of students as ~~English learners~~ (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. The ELPAC summative assessment is administered to all E~~nglish~~ l~~earner~~s from February 1 through May 31 each year.

The ELPAC is aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging). The ELPAC consists of four performance level descriptors (PLDs), which take into account the categories of Emerging, Expanding, and Bridging. These four PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold between level 3 and level 4. For the Initial Assessment (IA), a student whose IA results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP).

CBK notifies parents/guardians of the assessment of their child's English proficiency and includes whether their child is a long-term E~~nglish~~ le~~arner~~ or is an E~~nglish~~ l~~earner~~ at risk of becoming a long-term English learner.

Reclassification Procedures

Reclassification Criteria are based on Section 313 of the California Education Code. 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:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. ~~2.~~ Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and ~~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.~~
3. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement process and encouragement of the participation of parents or guardians in the school's reclassification procedure.
4. Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and 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). Add more on reclassification

CBK notifies parents/caregivers of its responsibility for E~~nglish~~ L~~anguage~~ Pr~~oficiency~~ testing. Test results will be given to parents/caregivers within 30 days of receiving results. The goals of the ~~English Learner~~ (EL) plan are to provide students with the following:

- Equal access to curriculum and instructional materials at the appropriate level of their acquired English Proficiency level.
- Standards-based English language development curriculum.
- Qualified teachers who can equip EL students in their effective acquisition of English proficiency in content standards.
- Culturally relevant curriculum to foster a positive self-image and to promote cross-cultural understanding.
- Opportunity for English learners to receive support from EL certified teachers.

~~English Learners~~ (EL) develop their English language ability through the use of standards based curriculum. The needs of English Learners are met through:

- Progress monitoring through assessment of growth in attaining English proficiency.
- Assignment to a daily assignment schedule including ELD based on proficiency level.
- Placement in courses with highly qualified teachers authorized to teach ELs.
- Assignment to core classes using scaffolding, universal design for learning (UDL) strategies, ~~SDAIE techniques~~ and intervention courses for reading and/or math based on appropriate instructional setting.
- Content teachers engaging students in structured academic discourse; systematic, explicit, intensive, differentiated reading instruction; and, development of literacy skills along with oral proficiency and literacy in English.
- Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
- Individualized Learning Plans (ILPs) with specific goals identified for increased English literacy skills that are reviewed after 90 days, and revised as needed.
- Staff collaboration regarding best practices in working with EL students.
- Primary language support provided by teachers in a Structured English Immersion SEI.
- Encouraged participation of parents in English Language Advisory Council (ELAC) and outreach activities with communication in the parent/caregiver home language.

Providing ~~English Learners (~~EL~~)~~ full access to a rigorous curriculum is accomplished through a variety of strategies, guided by research-based principles for teaching EL students. The following information, adapted from the Northwest Regional Education Laboratory, summarizes some of those principles and strategies:

- Use of nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring.
- Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
- Use of higher order thinking questions, modeling thinking language by think alouds, explicit teaching, test and study skills, and high expectations.
- Use of the native language to increase comprehensibility.
- Total Physical Response (TPR).

- Language Experience (Dictated Stories).
- Scaffolding and activating prior knowledge.
- Use of realia and manipulatives.
- Project-based service learning

Plan for Students who are Academically Low Achieving
CBK implements a Multi-Tiered System of Support (MTSS)for students to provide the consistent structure, strategies, and practices needed to increase the success of all students. This model will address both academics and behavior. Students receive assistance through rigorous first-best instruction and extra instructional support with targeted interventions if needed (Appendix E).

Curriculum Intervention
Upon entering CBK, students are assessed to determine their individual levels of proficiency in English language arts and math. Results of the assessment are used to determine course placement and instructional levels that best meet the student's current academic level needs. Students who test two grade levels below grade level in language arts and/or math are placed in credit intervention courses as part of their academic schedule. Weekly intervention support is conducted in English Language arts and mathematics to assist students needing intervention strategies to build basic skills. Additional tutoring in math and ELA are provided throughout the year by teachers and contracted tutors. Students are provided with opportunities to participate in an online learning system for credit recovery, reading and math interventions and other interventions as needed.

Learning and Behavioral Interventions
The CBK independent study program utilizes a ~~Multi-Tiered System of Support~~ (MTSS) model. This model is practiced during monthly collaborative meetings in which all stakeholders in student success take part in a conversation about the student's attendance, socio-emotional, and academic needs. Individualized intervention plans are developed and monitored for effectiveness.

CBK utilizes Student Attendance Review Teams (SART) to provide extra assistance to students in danger of dropping out due to poor grades, attendance, and/or behavioral issues. CBK site teams are designed to work with the student and the parent to identify obstacles preventing success and provide the support needed to be successful at the school. It is anticipated that the SART will be held every month for students who have three or more absences and are in danger of being identified as a habitual truant.

Plan for Students who are Academically High Achieving
The rigor of the instructional programs at CBK reflects the goals for all students to graduate, to be prepared for the workforce, and be prepared for college. CBK provides teachers materials-based professional development for the California standards-based curriculum. Students are encouraged to take UC/CSU A-G approved college preparation courses. Advanced Placement preparation courses are offered through an online platform. Concurrent enrollment courses are offered at several CBK sites, and all students have the option to be dually enrolled in community and four-year colleges. All CBK students are encouraged to participate in a variety of courses which prepare them for future careers including computer science coding courses, exploratory courses in high-tech manufacturing, online and in person CTE courses.

Specialized Health and Safety Education Programs

Abusive Relationships

CBK ensures that all pupils in grades 9 to 12 receive comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education and instruction about adolescent relationship abuse and intimate partner violence and the early warning signs thereof.

CBK ensures that all pupils in grades 9 to 12 receive a comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education, as specified. Instruction includes, among other things, information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking. Instruction includes information about sexual abuse and to include information about human trafficking instead of sex trafficking.

Sexual Abuse and Sexual Assault Awareness and Prevention Education

CBK provides age-appropriate instruction for students in sexual abuse and sexual assault awareness and prevention. An opportunity to opt out of the instruction is provided.

Sexual Abuse and Sex Trafficking Prevention Education

CBK provides sexual abuse and sex trafficking prevention education which includes instruction on the frequency and nature of sexual abuse and sex trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident. An opportunity to opt out of the instruction, and assessments related to the instruction is provided.

Sexual Health Education

CBK provides all pupils in grades 9 to 12, with the comprehensive sexual health education and HIV prevention education. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to:) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development, and their development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:

a. The date of the instruction
b. The name of the organization or affiliation of each guest speaker

SECTION II: MEASURABLE STUDENT OUTCOMES

CBK's measurable goals and student outcomes are aligned with ~~addresses~~ the eight state priorities and addressed in the LCAPspell out (EC §§ 52060, 52066) This includes ~~with~~ a comprehensive assessment system that focuses on student performance as the key component to demonstrate student success and competency using multiple assessment measures. CBK administers the mandated state assessments as required by EC§60600~~2~~, et seq. CBK conducts an evaluation of student academic performance as a part of the LCAP Annual Update to determine if students are achieving at levels that are at least equivalent to or exceeding those achieved by students in similar type school, both within the county and across the state. CBK focuses on the following metrics as delineated in the eight state priorities for the LCAP:

Priority 1-Basic Services:

A. CBK teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
B. CBK students have sufficient access to the standards-aligned instructional materials as measured by the Textbook Sufficiency Report.
C. CBK facilities are maintained in good repair as measured by the Facilities Inspection Tool.

Priority 2-Implementation of State Standards:

A. The implementation of state board adopted academic content and performance standards for all students as measured by the California Standards Implementation Reflection Tool:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How CBK programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3-Parental Involvement:

- Surveys of parents on CBK's efforts to seek parent input in making decisions, promoting parental participation in programs, and promoting parental participation in programs,speciifcally for unduplicated students (low-income, English learners, foster youth) and for individuals with exceptional needs.

Priority 4-Pupil Achievement:

A. Statewide assessments including the CAASPP, CAST, CAA, and ELPAC;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy

University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC;
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5-Pupil Engagement:

A. School attendance rates;
B. Chronic absenteeism rates;
C. High school dropout rates; and
D. High school graduation rates.

Priority 6-School Climate:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7-Course Access:

A. A broad course of study including courses described under EC §§ 51210, 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8-Pupil Outcomes:

- Addresses pupil outcomes, if available, for courses described under EC §§ 51210, 51220(a)-(i), as applicable, such as student scores on local assessments including computer-based credit recovery systems and tests in the core English-language arts, mathematics, social science, and science.

In addition to the LCAP, as a Dashboard Alternative School Status (DASS) charter school, CBK's ~~measurable student outcomes are based on alternative metrics established by agreement with RCOE pursuant to Education Code section 47607 (e)(7). These alternative metrics~~ which are designed to address the student population served by CBK

- ~~The California High school Exit Exam was eliminated by th state of California as a condition of receiving a diploma of graduation.~~

SECTION III: METHODS FOR MEASURING OUTCOMES

LCAP Priorities and Metrics

CBK conducts an evaluation of student academic performance using the metrics in the eight state priorities as a part of the LCAP Annual Update. CBK focuses on the following metrics as delineated in the eight state priorities for the LCAP:

State Priorities	Metrics
Priority 1-Basic Services:	• Teacher assignment records,
	• Textbook Sufficiency Report
	• Facilities Inspection Tool
Priority 2-Implementation of State Standards:	• California Standards Implementation Reflection Tool
Priority 3-Parental Involvement	• Parent Survey of CBK's efforts to seek parent input in making decisions, promoting parental participation in programs, and promoting parental participation in programs for individuals with exceptional needs.
Priority 4-Pupil Achievement	• CAASPP • CAST • CAA • Academic Performance Index • UC a-g rates • CTE pathway completion • Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC • English learner reclassification rate • Advanced placement examination passing rate with a score of 3 or higher • The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.
Priority 5-Pupil Engagement	• Student attendance rates • Chronic absenteeism rates • High school dropout rates • High school graduation rates.
Priority 6-School Climate	• Pupil suspension rates • Pupil expulsion rates • Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
Priority 7-Course Access	• Student enrollment in a broad course of study • Programs and services developed and provided to unduplicated pupils; and students with exceptional needs
Priority 8-Pupil Outcomes	• Student outcomes on local assessments including: ✓ computer-based credit recovery systems ✓ Tests in English-language arts and mathematics

In addition, CBK qualifies as a DASS school and is eligible for evaluation using an alternative metrics system.

Dashboard Connection		**Measure**
Academic Achievement	ELA	NWEA MAP Growth Percentile
	Mathematics	NWEA MAP Growth Percentile
	English Language Development	ELPAC Participation Rate
		English Language Development Rate
		Reclassification Rate
	College/Career Readiness	A-G Course Completion
		Dual Enrollment Credit Completion
Academic Engagement	Attendance	Average Daily Attendance
	High School Completion	Course Success Rate
		One-year Graduation Rate
Condition/ Climate	School Safety	CA Healthy Kids Survey Results
	School Connectedness	CA Healthy Kids Survey Results
	Social/Emotional Learning	Panorama Survey Results
	Suspension	Suspension Rate

Formative Assessment
CBK administers initial placement assessments as well as academic assessments throughout the year. Assessments allow the identifying of student needs and growth areas in targeted academic curricular standards. Ongoing formative assessments measure each student's progress in mastering reading and math skills. Assessments based on anchor standards in ELA and Math. These standards are integrated into all core and elective classes. Quarterly Common Assessments are used to determine mastery of anchor standards. ~~Common Core aligned units of study are administered through the Educator's Assessment Data Management System (EADMS) platform to determine subject mastery.~~ To assess each student's subject matter knowledge, teachers build common assessments from the test bank~~. Assessments also include Edmentum's ACCUCESS test and Pearson Education's Test of English Language Learning (TELL).~~Assessments also include NWEA MAP assessment and Language Tree's test of language development (TOLD). Add more formative and summative description here

Summative Assessment
To measure growth in student achievement, CBK annually uses the California Department of Education evaluation tools such as California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST) or California Alternate Assessment (CAA) or Standards-based Tests in Spanish (STS), and the English Language Proficiency Assessments for California (ELPAC) or other state-adopted assessments as required. Qualified students with disabilities or required language supports will be ensured placement in the appropriate state assessment, CAA or STS, and provided appropriate supports or modifications for all state tests.

Use and Reporting of Data
CBK develops an Individual Learning Plan (ILP) for each student that documents his/her current achievement scores and delineating specific areas of need and goals to address them by utilizing data stored within the student information system along with college and career readiness goals. The purpose of the ILP is to allow each student entering into the CBK program to team with their parent/caregiver and teacher to set and monitor obtainable future goals. Student progress is measured by ongoing standards-based assessments for ~~academic achievement utilizing~~ 90-day interval assessments through the NWEA MAP platform. Edmentum Assessments platform.

Academic assessments are administered at defined intervals throughout the year for the purpose of measuring student need and growth areas in targeted standards. Data derived from these evaluations are used to individualize instruction as each student participates with his/her instructor and parent to design an ILP.

Teachers and staff will utilize the local Power BI data collection system, EADMS, to enter and access student data related to achievement scores from state tests, along with school benchmark and common assessments. Staff members will use the appropriate Student Information System (Aeries) to collect and analyze student behavior data (attendance, behavior and interventions) and credits completed toward graduation. The hardware and software of both will be well-maintained by trained support staff.

Based on a professional learning community (PLC) model, school site data teams will meet weekly to analyze data and monitor student achievement and make adjustments in provision of

extra time and support that may be needed by struggling students. Those students who continue to struggle after strategic support is given will be accommodated in an intervention plan in alignment with the Multi-Tiered System of Supports (MTSS) framework.

SECTION IV: GOVERNANCE STRUCTURE

CBK is a public charter school authorized by the Riverside County Board of Education and governed and administered by the Riverside County Superintendent of Schools through the Riverside County Office of Education. Through its role of long-range policy development and other critical functions and responsibilities, Riverside County Board of Education works with the Riverside County Superintendent of Schools to offer the most effective educational programs and services available.

The Riverside County Board of Education retains roles and responsibilities as defined in EC §§ 1040 – 1047 for the CBK Charter. The Riverside County Board of Education is responsible for approving CBK's annual budget, adopting curriculum, and acquiring real property for the purpose of housing CBK programs and services. CBK follows all applicable policies set forth by Riverside County Board of Education and the administrative regulations set by the Riverside County Superintendent of Schools.

CBK will operate as a charter school of the Riverside County Office of Education. CBK will maintain an agreement with the Riverside County Office of Education for ~~providing~~the provision of business, educational support, and administrative services, including, but not limited to, personnel, accounting, and payroll services.

CBK will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability, or any other protected characteristic.

Role of Chartering Authority

As the chartering authority, the Riverside County Board of Education is responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in EC § 47604.32. The Riverside County Board of Education is responsible for reviewing and taking action on charter petition renewal and material revision requests, and has the authority to initiate revocation proceedings if necessary as provided by EC § 47607.

Role of Governing Authority

As the governing and administrative authority of CBK, the Riverside County Superintendent of Schools is responsible for making policy and executive decisions regarding CBK, except for those responsibilities held by the Riverside County Board of Education pursuant to the Education Code. The Riverside County Superintendent of Schools directs and oversees the administration of CBK through the Riverside County Office of Education. As used in this Charter, the term "Governing Authority" means the Riverside County Superintendent of Schools.

Conflict of Interest Regulations

CBK ~~complies with the conflict of interest regulations of the Political Reform Act and Government Code 1090.~~ shall comply with the rules concerning avoidance of conflicts of interest under the Political Reform Act (Government Code 87100 et seq.) and Government Code sections of 1090 et seq., as made applicable to charter schools pursuant to Education Code section 47604.1

School Advisory Committee

Parent and community involvement in the operation of CBK is an integral factor in ensuring that CBK addresses the needs, concerns and expectations of the families and communities of CBK students. The School Advisory Committee ensures the school program is aligned to the charter elements and the ~~Local Control Accountability Plan~~ (LCAP) goals and action/strategies and

makes recommendations to the principal on design and other pertinent requirements of the operations of the school.

The School Advisory Committee consists of the principal, the Riverside County Associate Superintendent of Schools, Student Programs and Services or designee, parents, employees, students, and community stakeholders. The School Advisory Committee meets quarterly and provides input to the Riverside County Superintendent of Schools on general school issues, policies, and other charter school interests and activities.

English Learner Advisory Committee
In the event that the CAC enrolls more than 20 English learner students, an English Learner Advisory Committee (ELAC) will be formed. The ELAC will consist of parents, staff, and community members designated to advise CAC on its English Learner program consistent with California EC §§ 35147(c), 52176(b) and (c), 62002.5, and 64001(a).

Parent/Student Engagement
Student, parent and community involvement in the operation of the school will be an integral factor in ensuring that CBK addresses the needs, concerns and expectations of the families and communities of our students. However, CBK will not require mandatory parent volunteer hours as a criteria for admission or continued enrollment in the charter school.

Principal
The day-to-day operations of CBK are the responsibility of the principal, who:

- Provides instructional leadership;
- Makes recommendations for staff recruitment;
- Evaluates staff;
- Enlists parent and staff involvement;
- Administers and oversee student activities;
- Monitors the implementation of curriculum;
- Implements school policies;
- Selects instructional materials;
- Recruits community and business partners;
- Participates in school/community affairs;
- Promotes professional and academic excellence;
- Deploys and manage technology programs;
- Administers budgets and other related fiscal responsibilities;
- Assures regular school/home communication; and,
- Resolves personnel and student issues.

Public Meetings
CBK will ensure compliance with the open meeting laws under the Ralph M. Brown Act (Gov. Code §§ 54950 et seq.) When a public meeting or public hearing is specifically required by law for any activity or action to be taken by the ~~Governing Authority,~~ Riverside County Board of Education, a public meeting will be called, publicly noticed ~~at least 24 hours in advance~~ or as otherwise prescribed by law, and conducted in such a manner that permits stakeholders and other members of the public to attend and participate in the meeting.

SECTION V: EMPLOYEE QUALIFICATIONS

All staff of CBK possess the knowledge, skills, experiences, and personal qualities to work effectively as a team in providing a positive and empowering educational experience for students. CBK recruits professional, effective, and qualified personnel for all administrative, instructional, and support capacities who possess the knowledge and abilities to support the mission of CBK. All staff shall accept and implement the philosophy of CBK to provide a positive environment for students to reach their academic and social potential. All new employees or contracted staff must comply with pre-employment requirements as mandated by law (e.g., fingerprinting, proof of identity, evidence of right-to-work in the United States, and TB screening). Add recruiting selection statement

CBK shall be nonsectarian in its employment and contracting practices and all other operations. CBK shall not discriminate against any individual, employee, or pupil on the basis of actual or perceived disability, nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, or any other characteristics contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or one's association with any of those characteristics.

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to teacher credentials. Teachers in the charter school shall hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. Credentialing documents shall be maintained on file at CBK and are subject to periodic inspection by RCOE and RCSS. All teachers at CBK shall have obtained a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

CBK staff shall be comprised of the principal, the appropriate number of teachers required to meet independent teaching ratios , and non-certificated staff as necessary.

The principal will receive and implement training for:

- Leadership for and monitoring of the positive learning environment.
- Leadership for and monitoring of the Positive Behavior Support system.
- Monitoring of the implementation of standards-based adopted programs in ELA, reading, ELD, mathematics, and common core curriculum.
- Monitoring instruction through regular classroom observations.
- Monitoring standards-based instruction and research-based instructional strategies.
- Monitoring analysis of student performance data.
- Monitoring of appropriate programs and services for English learners and special education students.

All instructional staff will receive and implement training for:

- Asset building to inoculate students with resilience, helping them resist risky behaviors and thus reducing barriers to learning.
- Research-based alternative education strategies and methods.
- Positive behavior management.
- Materials-based professional development to implement adopted programs.
- Using standards-based instruction and research-based instructional strategies.
- Using the student information system and student assessment system.
- Analysis and use of data to build greater collaborative support.
- Identification of student learning needs through assessments data in reading and math.
- Supporting the needs of English Learners and special education students.

<u>Principal</u>
The minimum criteria for this position include:

- Valid California Teaching Credential;

- Valid Administrative Credential appropriate for K-12 public school administration;
- Master's Degree in Education or related field;
- Successful teaching experience;
- One year of administrative or supervisory experience, demonstrating exposure to and utilization of skills, knowledge, and abilities in performing job-related duties and responsibilities;
- Teaching and administrative experience at the principal level in an alternative education program with high-risk youth;
- Experience providing leadership for curriculum and instruction, and experience working as part of a collaborative instructional team;
- Knowledge of current theories, practices, and techniques in alternative education and youth development programs;
- Knowledge of laws and regulations related to alternative education and youth development programs; and,
- English Language Learner certification.

Teacher, Specialized Academic Instruction

The minimum criteria for this position include:

- Valid California Multiple Subject or Single Subject Credential;
- Valid California ~~Education Specialist Mild Moderate Credential or valid California Learning Handicapped credential;~~ Mild/Moderate or equivalent Special Education credential (Intern eligibility will be considered)
- ~~Valid CTEL certification or EL equivalent such as CLAD, BCLAD, or SDAIE is required;~~
- English Learner certification
- Successful candidates will be compliant the Every Student Succeeds Act (ESSA) at the secondary level in Math, Science, English, and Social Science or become compliant within one year of employment
- Applicants who have not utilized their credential(s) within the last 39 months in a school district must show verification of meeting the Basic Skills Requirement
- Bachelor's Degree; and,
- Master's Degree desired.

Non-Certificated Employee (Security, Food Server)

The minimum criteria for this position include:

- High school diploma or equivalent (preferably supplemented by completion of course for instructional assistants);
- Job related experience;
- Ability to work with a significant diversity of individuals and/or groups; and,
- Ability to handle confrontation situations, to handle threats or intimidation, to be very observant, to be unbiased.

Office/School Secretary

The minimum criteria for this position include:

- High school diploma or equivalent;
- Job related experience;
- One year of experience in clerical and/or secretarial work including experience in typing

reports and general office correspondence, making arrangements for meetings and travel, and performing other clerical/secretarial duties for management staff;

- Specific knowledge of modern office organization and procedures, preparation of correspondence and reports, operation of standard office equipment, and proficient in MS Word, Excel, PowerPoint, and email; and,
- Ability to speak, read, and writes in Spanish preferred.

Counselor

The minimum criteria for this position include:

- Master's degree in psychology, counseling and guidance or a closely related field
- One (1) year counseling at the secondary level required, and demonstrated experience with The MTSS Process. Career guidance counselor experience preferred.
- California Pupil Personnel Services with an emphasis in school counseling, or other valid California credential with an authorization in school counseling
- Valid Ca Driver's license

SECTION VI: HEALTH AND SAFETY PROCEDURES

CBK implements a comprehensive set of health, safety, and risk management policies that include a safety and disaster plan. Policies address the following issues:

- Each person employed by, working or volunteering unsupervised where students are present at the school are required to submit to a criminal background check and furnish a criminal record summary as required by EC §§ 44237, 45122.1, 45125.1. CBK will not employ any person who has been convicted of a violent or serious felony except as otherwise provided by law (EC § 44830.1).
- All employee candidates and employees are required to submit proof of tuberculosis screenings every four (4) years.in accordance with EC 49406
- Procedures are written and implemented through staff training for response to natural disasters and emergencies, including civil unrest, fires and earthquakes.
- All staff are trained on the following:
  - Emergency response.
  - Child abuse reporting protocols that conform to current law.
  - Prevention strategies regarding contact with blood-borne pathogens.
  - Administration of prescription drugs and other medicines.
- Compliance is mandated for all state regulations declaring the school to be a drug, alcohol, and tobacco free workplace.

These policies and procedures are developed by the principal then approved by the Riverside County Superintendent of Schools and are incorporated, as appropriate, into the CBK parent/student and staff handbooks and are reviewed on an ongoing basis.

Administration of Prescribed Medication for Pupils

CBK will adhere to EC § 49423 regarding the administration of medication at school. Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such mediation is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Student may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self-administer. All requests are to be approved by school nurse prior to use. CBK will adhere to EC § 49414 regarding epinephrine auto-injectors and training for staff members.

Bullying

CBK has adopted procedures for preventing acts of bullying, including cyberbullying. CBK shall annually make available the online training module developed by the California Department of Education pursuant to EC § 32283.5(a) to certificated employees and all other employees who have regular interaction with children

Civility on School Grounds

It is unlawful for any person, ~~except a parent/guardian acting toward his/her minor child,~~ to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Comprehensive School Safety Plan

CBK updates the Comprehensive School Safety Plan by March 1 of every year and keeps the plan on file for review. Staff will be trained annually on the safety procedures outlined in the plan. The Comprehensive School Safety Plan includes the following components:

School Safety & Emergency Preparedness

- Assessment of the current status of school crime
- Emergency/Disaster procedures/drills, and crisis response plan with disabilities
- Tactical response procedures
- Instructional continuity plan
- Immigration enforcement notification

Hazard & Environmental Safety

- Policies on hazardous materials
- Procedures for responding to the release of pesticides or other toxic substances
- Air quality reports

Threat Communication & Reporting

- Teacher notification of dangerous pupils
- Procedures to notify teachers of dangerous students
- Hate crime reporting

Student Conduct & School Climate

- Student attendance
- School dress code
- Procedures for a safe and orderly learning environment
- Policies and procedures for suspension and expulsion
- Policy prohibiting discrimination, intimidation, and bullying
- Policy prohibiting sexual harassment

Health, Wellness & Student Support

- Child abuse reporting
- Student medications
- Suicide prevention protocols
- Injury and illness prevention program

Systems of Support

- PBIS and MTSS

Confidential Medical Services

CBK notifies pupils in grades 9 to 12, and the parents or guardians of all pupils enrolled in CBK, that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. Notice may be included with any other notice given pursuant to Education Code.

Continuing Medication Regime - EC § 48980, 49423, 49423.1, 49480

Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

In order for a student to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine or

inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication and must release the RCOE and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.

Drug Free/Alcohol Free/Smoke Free Environment
CBK is a drug, alcohol, and tobacco free workplace.

Emergency Preparedness
CBK implements the RCOE Emergency Operation Plan to formulate responses to the following natural disasters and emergency situations which may include, but shall not be limited to, fire, flood, earthquake, and other situations that may threaten students or staff.

Emergency Epinephrine Auto-Injectors
CBK provides emergency epinephrine auto-injectors to school nurses and trained personnel who have volunteered, to use the auto-injectors to administer emergency medical aid to person suffering from an anaphylactic reaction. Auto-injectors are stored in clearly marked file cabinets in the school office.
In order for a student to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine or inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication and must release the RCOE and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.

Epilepsy Medication
If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

Facility Safety
CBK ensures that school buildings will comply with state building codes, the Americans with Disabilities Act ("ADA") access requirements and meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements pertaining to charter schools. CBK complies with EC § 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Sprinkler systems,

fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times.

CBK has an asbestos management plan for it's facilities in accordance with the Asbestos Hazard Emergency Response Act.

~~Feminine Hygiene~~ Menstrual Products: Public School Restrooms
CBK stocks 50% of the school's restrooms with feminine hygiene products. CBK does not charge for any menstrual products, including feminine hygiene products, provided to pupils. CBK shall stock school restrooms with menstrual products, as defined, free of costs, in all women's restrooms and all-gender restrooms, and at least one men's restroom, at all times. RCOE Student Programs and Services do not charge for any menstrual products, including feminine hygiene ~~products, provided to pupils. CBK shall post a notice regarding the requirements of th~~is section in a prominent and conspicuous location in every restroom required to stock menstrual products, pursuant to EC § 35292.6. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products

Firearms: Gun-Free School Zone
Persons with a valid license are authorized to carry a concealed firearm to be allowed in an area within 1,000 feet of school, but not on school grounds. Reassignment of certain appointed peace officers who may carry on campus is described. Ammunition or reloaded ammunition is allowed on campus but only if in locked container in a locked trunk of vehicle. Peace keepers, military, and armored vehicle guards engaged in job duties are also defined and exempt.

CBK will notify parents/guardians annually at the beginning of the first semester of the regular school term of California's child access prevention laws relating to safe storage of firearms, which shall be based upon the most updated CDE model language pursuant to EC §§ 48986(c) and 49392(a).

Health Care and Emergencies
CBK staff tak~~ing~~e appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school- sponsored activities. To facilitate immediate contact with parents/guardians or other emergency contacts as appropriate when an accident or illness occurs, the CBK requires current contact information for all students.

Immunizations
All enrolled students and staff, where required by law or regulation, will be required to provide records documenting immunizations as required at public schools pursuant to Health and Safety Code §§ 120325-120375, and Title 17, California Code of Regulations §§ 6000-6075. SB 277 eliminated personal beliefs exemptions and requires existing specified immunizations to be completed prior to enrollment in school settings. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at TK/K or 7th grade. Medical exemptions are permitted only when issued by a licensed physician in accordance with California law and must be submitted through the California Immunization Registry – Medical Exemption (CAIR-ME) system. Students enrolled exclusively in non-classroom-based independent study programs are not subject to the same immunization requirements. This does not prohibit a student with an individualized education program from accessing special education and related services required in the student's IEP **under state and federal law**.

Lactation Accommodations
CBK staff make reasonable accommodations for lactating pupils on school campus to express breast milk, breast feed an infant, or address other needs related to breast-feeding.

Mandated Child Abuse Reporting and Written Policy Regarding Student-Staff Contact
All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by RCOE. CBK shall provide

CBK shall provide annual training on the responsibilities of mandated reporters under the Child Abuse and Neglect Reporting Act and adopt a written policy regarding student-staff contact in accordance with EC § 44691, as amended by SB 848.

Pesticide Products

CBK uses the RCOE Integrated Pest Management (IPM) policy with regards to pest management and complies with the notification, posting, recordkeeping and all other requirements of the Healthy Schools Act. The IPM Plan can be found online on the RCOE website.

Possession of a Firearm in a School Zone

The Riverside County Superintendent of Schools does not provide written permission for a person to possess a firearm within a school zone.

Sexual Harassment Policies and Procedures
CBK will comply with the requirements of EC § 221.61 addressing the rights of a student and the public, and the responsibilities of CBK under Title IX. is committed to providing a school that will be free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CBK has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter (including employee to employee, employee to student, and student to employee misconduct).

Suicide Prevention and Mental Health ~~Policies~~
CBK adopted policies on the prevention of student suicides and provides a copy of the policy to parents and guardians. The policies will be reviewed every fifth year and updated as necessary.

CBK will notify students and parents/guardians no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, in the manner consistent with the requirements of EC § 49428.

Food Services
CBK participates in the National School Lunch Program and the federal School Breakfast Program, and ensures that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under that local educational agency's policy.

CBK shall provide two nutritionally-adequate meals, free of charge and with adequate time to eat, each school day in which a student is scheduled for educational activities lasting two or more hours at a school site, resource center, or other CBK meeting space, for any student that requests a meal, regardless of the student's eligibility for free or reduced-price meals

CBK staff, students, and faculty are allowed to return uneaten food to a sharing table and the food is available to students during the course of a regular school meal time, or then donated to a food bank or any other nonprofit charitable organization.

CBK does not advertise food or beverages during the school day and does not participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with specified nutritional standards when the pupils reach certain academic goals.

SECTION VII: MEANS TO ACHIEVE ~~RACIAL~~ BALANCE OF STUDENTS FROM DIFFERENT SUBGROUPS
~~CBK is nonsectarian in its programs, admission policies, employment practices, and all other operations, and it will not discriminate against any student on the basis of 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, or one's association with a person with those listed characteristics.~~ CBK, through advertising, community forums, public/private partnerships or other recruitment methods, seeks to represents the diversity within Riverside County.

The existing student population targeted by CBK, namely secondary school students who have dropped out~~s~~, of school,is representative of the school districts in Riverside County. ~~CBK recognizes, that due to its unique partnerships, the county-wide geographic reach of its school sites, and its primary goal of serving students who have left or been unsuccessful in other public schools, its opportunities to affect the composition of its student body are limited~~. CBK implements a student recruitment strategy that includes, but not limited to:

- An enrollment process with a timeline that allows for a broad-based recruiting and application process.
- Ongoing development of promotional and informational materials that appeal to various racial and ethnic groups. Advertising is formatted in Spanish and English.

SECTION VIII: ADMISSION PROCESS

Student Admissions Criteria

~~CBK is nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil. CBK serves students ages 13 through 23 and older for grades 9-12. All students will be considered for admission without regard to nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability, or any other characteristic. Assessments shall not be administered prior to acceptance or enrollment. CBK notifies parents/guardians that parental involvement is not a requirement for acceptance or continued enrollment in CBK.~~

CBK shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in EC § 47605(e)(2)(B)(iii) (e.g., students with disabilities, academically low-achieving students, etc.). CBK shall not request a student's records or require a parent/guardian or student to submit the student's records to the charter school before enrollment. CBK shall not encourage a student currently attending the charter school to disenroll from the charter school or to transfer to another school for any reason. Further, CBK will not require mandatory parent volunteer hours as a criterion for admission or continued enrollment in the charter school. CBK shall post a notice developed by the California Department of Education reflecting these requirements on its website. The charter school shall also provide the parent/ guardian (or if the student is 18 years or older) with a copy of the notice when the parent/guardian or student enquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. CBK serves students ages 13 and older for grades 9-12 and ~~CBK~~ shall admit all students who wish to attend the school, subject to space limitations. If the number of pupils who wish to attend CBK exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in Riverside County. Once the~~is~~ process ~~lottery~~ is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list will be offered admission in the order in which the admission process was completed. ~~their names were drawn in the lottery~~ the order of admission of students at any time during a school year shall be based solely on the order of applicants on the admission priority list. Admission shall be based solely on a first-come, first-served basis if CBK determines that space still exists after the admission priority list has been exhausted. In the event of a drawing, the Riverside County Superintendent of Schools shall make reasonable efforts to accommodate the growth of the charter school ~~and shall~~ not take any action to impede the charter school from expanding enrollment to meet pupil demand (EC § 47605(d)(2)).

Student Registration Process

Students ~~are provided an opportunity~~ to may register after watching an online orientation designed to demonstrate the charter school's unique ability to provide success for students that may not have been successful in a traditional environment. Orientations are offered in-person or online. Students who wish to attend orientation may express interest in-person, by phone, or through the use of social media. ~~Registrations are completed on a first-come, first-served basis.~~ Students wishing to enroll in a section that has reached capacity are placed on a waitlist based on the order in which they attended orientation. Alternatively, they can request a nearby campus to attend.

Enrollment Process

Step 1: Attend a CBK Orientation

~~Students attend an in-person or online CBK orientation given by a CBK staff member. Students can sign up through Facebook, the CBK webpage, or by calling any site directly to attend any orientation. Students complete a CBK orientation survey.~~ Students/families attend a CBK Charter School online orientation. The orientation can be found on our website, cbktoday.org and clicking on the "get started today" button at the top.

Step 2: Enrollment and Records

~~After attending an orientation, a student may enroll immediately with the attendance registration technician (ART), or choose to schedule a later registration appointment. In both cases,~~ A student ~~must~~ are encouraged to bring the following documents to the registration appointment: To expedite the enrollment process, it is helpful if to obtain:

- Special education documents, if applicable
- Transcripts

- Shot records (if under 18 years old)
- Proof of age: The legal evidence of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record or affidavit from the parent/guardian.
- After watching the orientation, a student who wishes to enroll will be sent a registration link the email they provided in the CBK Orientation Survey. Parent/Guardian/Adult student will have 72 hours to complete the online registration. Please note that this is not a requirement for enrollment. Providing the records of the time of enrollment can eliminate the days it takes to receive your records from your previous institution.

Students who complete the online CBK orientation are contacted by the attendance registration technician (ART) to schedule a registration appointment. The ART requests official transcripts for all students and collects the IEP and Psychological Report for students with disabilities. If special education records are not received within five days from the date of the request, the administrator of alternative education/special education is contacted to assist in obtaining the records. The ART completes the paperwork process and enrolls the student.

Step 3: ~~Appointment with Teacher~~

~~The teacher calls student and schedules a date and time for their first appointment. If the student is a minor, parent/caregiver must accompany the student to the first appointment and sign enrollment documents, contracts, and independent study agreement. The teacher will complete an Individualized Learning plan (ILP) with student, and parent if student is a minor. The student is tested on Accucess in reading and math. Homework is given to the student. An Interim Placement form is completed for all special education and/or Section 504 students without transition meetings (See details below). Student will begin the program.~~ Once registration is complete, a confirmation email will be sent to the student/parent and the Attendance Registration Technician (ART). Once the ART has received confirmation the student will be pre-registered and an email or call for a first appointment with their teacher is sent.

~~Step 4: This section applies to Special Education or Section 504 students~~

~~The attendance registration technician collects the student's IEP and Psycho-Educational Report and provides it to the site administrator. An Interim Placement form will be completed and signed by the principal and parent/guardian, implementing the student's most recent IEP. The student will be enrolled and begin the program. A 30-day IEP or Section 504 plan meeting will be scheduled after each student with a disability is enrolled as a student in the CBK program.~~

Student Records

CBK recognizes that the the student's academic records are ~~of a transferring pupil~~ is essential to the ~~pupil~~student's placement, academic success, and timely graduation. When a student transfers from CBK to another school, all student ~~pupil~~ records will be transferred to the new school within 10 school days of the date the request for records by the new school was received by CBK.

CBK does not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents.

Release of Pupil Directory Information

CBK notifies parents/guardians, on an annual basis, of the categories of directory information that the school plans to release and of the persons or agencies who may receive such information. Authorizes parents to preclude release by notifying the school district. Directory Information includes one or more of the following items: student's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. No information may be released to private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information. Directory information regarding a pupil

identified as a homeless child or youth shall not be released unless a parent, or eligible pupil has provided written consent that directory information may be released.

Court Order Required to Release Juvenile Information

CBK complies with the requirements about the release of juvenile information. All information related to the juvenile, along with any other documents may not be given to, or provided by, federal officials absent prior approval of the presiding judge of the juvenile court. The Family Educational Rights and Privacy Act FERPA(20 U.S.C. § 1232g; 34 CFR Part 99) and IDEA ~~federal laws~~ protect privacy of student records~~,~~ but permit may require disclosure to comply with court order.

Disclosure of Student Information for Marketing Purposes

CBK provides notification to parents of pupils, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when an activity involving the collection, disclosure, or use of personal information collected from pupils for the purpose of marketing or selling that information is scheduled or expected to be scheduled. CBK provides n~~N~~otification ~~to offer~~ to parents/students regarding the right ~~an opportunity~~ to opt pupils out of participation in the activity.

Pupil Records Obtained from Social Media

If CBK considers a ~~program platform~~ to gather or maintain in its records any information obtained from social media, as defined, of any enrolled pupil to first notify pupils and their parents/guardians about the proposed platform ~~program,~~ and to provide an opportunity for public comment at a public meeting of the ~~Governing Body~~ Riverside County Board of Education before the adoption of the program. Once a program is adopted, the following information must be provided to parents/guardians as part of the annual notification:

1. Definition of "social media."
2. Assurance that the information gathered or maintained pertains directly to school or pupil safety.
3. An explanation of the process by which a pupil or a pupil's parent/guardian may access the pupil's records for examination of the information gathered or maintained.
4. An explanation of the process by which a pupil or a pupil's parent/ guardian may request the removal of information or make corrections to information gathered or maintained.
5. Notice that the information gathered and maintained shall be destroyed within one year after a pupil turns 18 years of age or within one year after the pupil is no longer enrolled, whichever occurs first.

Pupil Fees

CBK does not charge pupil fees. The term "pupil fee" includes:

a. Fee charged as a condition for registering for or participating in a school or class or extracurricular activity that is an integral part of education.
b. A security deposit or other payment to obtain or purchase a lock, locker, class apparatus, musical instrument, uniform, or other materials or equipment.

Solicitation of voluntary donations or funds or property, voluntary participation in fund-raising activities is not prohibited. Information regarding the prohibition of fees is included in the Uniform Complaint Procedures.

Attendance

Attendance is monitored closely to ensure pupils are participating in and benefitting from CBK. If a pupil misses two sessions in a month (equivalent to 10 school days), CBK contacts the family (or pupil, if an adult) to discuss and address the attendance problem. If three consecutive sessions are missed (the equivalent to 15 consecutive school days), the pupil will be disenrolled from CBK. Any disenrollment or other involuntary removal from CBK for any reason will be

conducted in accordance with the due process requirements of EC § 47605(~~b~~c)(5)(J), as further described in Section X of this Charter.

Process for Notifying School Districts when CBK Students are Expelled or Dropout
If a school age pupil is expelled or leaves CBK without graduating or completing the school year for any reason, CBK shall notify the superintendent or designee 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 a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to EC § 48200.

SECTION IX: ANNUAL AUDITS

CBK contracts with the Riverside County Office of Education and the Riverside County Superintendent of Schools to provide services through the Administrative and Business Services Division to meet all requirements for financial audits as required by law. An annual independent financial audit of the books and records of CBK will be conducted as required by EC §§ 47605(b)(5)(I) and 47605(m). The books and records of CBK 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. 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 Riverside County Superintendent of Schools will annually approve the selection of an independent auditor. The CBK Principal will assist in the facilitation the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approval by the State Controller on its published list as an educational audit provider.

The annual audit of the CBK financial data shall be incorporated into the Riverside County Office of Education's audit. CBK will work with the RCOE staff to ensure timely and accurate information will be shared with the auditors to ensure the report will be timely and complete. CBK will fully comply with Education Code and RCOE policy and procedures to ensure there are no findings in the audit. The CAC-audited data shall be submitted to the State Controller and to the State Superintendent of Public Instruction by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Riverside County Superintendent of Schools with recommendations on how to resolve them. The Riverside County Superintendent of Schools will submit a report to the State and or the County Board of Education as appropriate describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Board along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this Charter.

Additionally, CBK will submit the following reports to the Riverside County Superintendent of Schools:

- On or before July 1, an annual update required pursuant to Education Code section 47606.5 addressing the goals of the proposed program and annual actions to achieve those goals.
- On or before December 15, an interim financial report, which shall reflect changes through October 31.
- On or before March 15, a second interim financial report, which shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

The independent financial audit of CBK will be public record to be provided to the public upon request. In addition, pursuant to EC § 47604.3 CBK will promptly respond to all reasonable inquires, including but not limited to, inquiries regarding its financial records.

SECTION X: STUDENT CONDUCT/SUSPENSION AND EXPULSION PROCEDURES /INVOLUNTARY REMOVAL PROCEDURES

Behavior Support

CBK provides a supportive school environment that focuses on increasing academic and pro-social behaviors and skills. All CBK staff members receive on-going focused training on research-based models that provide systems for developing student resiliency factors as well as developing skills to help them resist risky behaviors in an effort to reduce barriers to learning. The models adopted specifically address the behavior supports necessary for a Multi-Tiered Systems of Supports (MTSS) Model (See Appendix B) addressing the needs of at-risk youth as well as Positive Behavior Intervention Support (PBIS).

Staff members receive training to implement PBIS, facilitating the development of a safe, trusting, self-managing classroom, thereby improving classroom attendance by developing motivation and helping students take responsibility for their actions and performance. The focus of CBK is on caring, respect and acceptance for each student. Student learning and achievement is continually assessed using multiple measures of success. In an effective PBIS model, delinquent behaviors such as disruptive outbursts, violent acts, drug use, and other risky behavior are decreased as students practice empathy and an appreciation for diversity.

CBK acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. CBK enhances the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

CBK maintains a comprehensive set of student discipline policies that clearly describe the CBK's expectations regarding, among other things: attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent/guardian of high school-aged students is required annually to verify that they have reviewed the policies with their student/s and that they understand the policies. Each adult student will also be required annually to verify that they have reviewed and understand the policies.

CBK ~~implements~~ develops and annually issues ~~comprehensive~~ a Student/Parent Handbook. The Student/Parent Handbook describes the school's expectations regarding attendance, mutual respect, violence, safety, and work habits. Students and their parent/caregiver, if appropriate, will be required to verify in writing that they have reviewed and understand these policies prior to enrollment. Students may be suspended or expelled from CBK for noncompliance with the policies set forth by the CBK according to EC § 48900 et seq.

CBK implements the procedures for suspension and expulsion consistent with California EC §§ 48900-48927, with the following modifications:

- The principal or designee is responsible for issuing suspensions and making recommendations for expulsion.
- The Riverside County Superintendent of Schools, ~~as Governing Authority,~~ shall appoint the Administrative Hearing Panel.
- Recommendations of the Administrative Hearing Panel, after hearing, shall be submitted to the Governing Authority or designee for final action.
- There will be no right to appeal the decision of the ~~Governing Authority to the~~ Riverside

County Board of Education.

CBK's policies provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. Polices and procedures are updated and reviewed annually. Prior to suspension or expulsion, appropriate disciplinary steps are taken, including, but not limited to, denial of privileges or access to activities. In certain cases, students may be allowed to continue limited independent study while under suspension. Students, and in applicable cases, parents or guardians, will be informed of the reasons for any disciplinary action in writing, and of their due process rights and appeal procedures. CBK has reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools. CBK believes its proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's students and their parents/guardians. The specific suspension and expulsion procedures are described below.

Suspension and Expulsion from School

A CBK student may be suspended from school or recommended for expulsion if the CBK principal or designee determines that the student has committed any of the following acts while on school grounds or while going to or coming from school:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (EC § 48900(a) and (t)).
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (EC § 48900(b)).
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (EC § 48900(c)).
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code EC §§ 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 such controlled substance, alcoholic beverage, or intoxicant (EC § 48900(d)).
5. Committed or attempted to commit robbery or extortion (EC § 48900(e)).
6. Caused or attempted to cause damage to school property or private property (EC § 48900(f)).
7. Stole or attempted to steal school property or private property (EC § 48900(g)).
8. 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, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (EC § 48900(h)).
9. Committed an obscene act or engaged in habitual profanity or vulgarity (EC § 48900(i)).
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (EC § 48900(j)).
11. ~~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 (EC § 48900(k)). (Suspension only; grades 4 and higher only.)~~

~~12~~. Knowingly received stolen school property or private property (EC § 48900(l)).

~~13~~. Possessed an imitation firearm (Education Code 48900(m)). *Imitation firearm* means 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 (EC § 48900(m)).

~~14~~. Committed or attempted to commit a sexual assault as defined in Penal Code EC §§ 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code EC § 243.4 (EC § 48900(n)).

~~1~~5. 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 (EC §48900(o)).

~~16~~. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug S o m a (EC § 48900(p)).

~~17~~. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)). *Hazing* means a method of initiation or pre-initiation 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. *Hazing* does not include athletic events or school-sanctioned events.

~~18~~. Engaged in an act of bullying (EC § 48900(r)). *Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; and/or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

- Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in EC §§ 48900.2, 48900.3, or 48900.4 (items #21-23 below), that has any of the effects described above on a reasonable student.
- *Electronic act* means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page, the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above, or an act of cyber sexual bullying
- *Cyber sexual bullying"* means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have any of the effects of bullying described above. 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. "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..
- *Reasonable student* means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability (EC § 48900(r)).

~~19~~. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code § 31 (EC § 48900(t)).

~~20~~. Made terrorist threats against school officials and/or school property (EC § 48900.7).

A *terrorist threat* includes any written, electronic, or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $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. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

~~2~~1. Committed sexual harassment as defined in EC § 212.5 (EC § 48900.2). *Sexual harassment* means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2).

22. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in EC § 233 (EC § 48900.3). *Hate violence* means any act punishable under Penal Code EC §§ 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics (EC § 233; Penal Code § 422.55).

23. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (EC § 48900.4).

Length of Suspension

The principal or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion (EC § 48911). A student may be suspended from school for not more than 20 school days in any school year. However, when a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. CBK may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year (EC §§ 48903, 48911, 48912). These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion (EC § 48911).

Suspension and Expulsion/Due Process: Students with Disabilities Services During Expulsion

Any student with a disability who is expelled shall continue to receive services after 10 days of suspension per year, and during the term of the expulsion, to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP (20 USC § 1412(a)(1)(A); 34 CFR §§ 300.121, 300.520).

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal/designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense (EC § 48911).

- This conference may be omitted if the principal/designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or 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 the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school (EC § 48911).

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Governing Authority or designee (EC § 48911).

Notice to Parents/Guardians: At the time of the suspension, a school employee 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 (EC § 48911). This notice shall state the specific offense committed by the student (EC § 48900.8).

- In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter (EC § 48914).

- Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference (EC § 48911).

Extension of Suspension: If a student is recommended for expulsion, the principal or designee may, in writing, extend the suspension until such time as the Governing Authority or designee has made a decision (EC § 48911).

- Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the principal or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process (EC § 48911).

- If the student involved is a foster youth, the principal or designee shall invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting (EC §§ 48853.5, 48911, 48918.1).

In addition to suspending a student, the principal or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Involuntary Transfers

Definition of Involuntary Transfer: The term "involuntary transfer" as used herein shall mean the assignment of a student during the school year for adjustment or disciplinary purposes to a CBK school other than the school in which the student was originally enrolled.

Grounds for Involuntary Transfer: Students may be involuntarily transferred by the Superintendent or designee from one school to another for adjustment purposes when they have committed acts specified in "Grounds for Suspension and Expulsion" and normal disciplinary measures including suspension from school have failed to correct such behavior. When a student has been suspended for a total of twenty (20) days from the school in any one school year, but such student's suspension has failed to bring about proper behavior, the student shall be involuntarily transferred to another school by the Governing Authority or designee.

When student has been suspended for a total of thirty (30) days from the school over a period that includes portions of two or more school years, the student may be involuntarily transferred to another school by the Governing Authority or designee upon recommendation of the principal. When a student is involved in the first offense in his/her secondary school career in the usage of drugs, paraphernalia or alcohol, or in the possession, use, or provision of drug usage paraphernalia, drugs, alcohol, or other controlled substance as defined in health and Safety Code Section 11007, the student will be suspended and sent home to remain there under parent supervision for the duration of the suspension.

~~The parents or guardians will be given the choice of participating with their student in alcohol and/or drug counseling or having the student transferred to another school.~~ If the parents or guardians choose to become involved participants in counseling, the student's school will confirm the arrangement to the school principal (or designee) so that the student can be returned to the school for a second chance. The student's counselor will follow up on the counseling arrangements and advise the school principal or his designee as to whether or not the student is continuing with, or has completed the counseling agreement. If parent or guardians and their student should fail to continue with or complete the counseling arrangement, the student shall be involuntarily transferred to another school.

In cases of assault, if the incident is serious enough, in the principal's judgment, the Governing Authority or designee may involuntarily transfer the student to another school on recommendation of the principal. Authority for involuntary transfer is not dependent on the number of suspension days a student has accumulated.

Involuntary Transfer Procedure: Involuntary transfers shall take place in accordance with the following procedure:

- The student's parent or guardian,or, if the student is a foster or homeless youth, the student's educational rights holder, attorney or county social worker, or an Indian student's triabal social worker or county social worker, as applicable, shall be notified in writing in the native language of the student or student's parents/ guardians that CBK intends to reassign the student to another school for adjustment or disciplinary purposes. The notice shall also:

a) State that the student and/or the parent or guardian may request a meeting with the Governing Authority or designee, and
b) Set forth the grounds for the involuntary transfer.

- At the meeting, CBK shall present its reasons for proposing the involuntary transfer. The student and/or the parent or guardian shall be allowed to offer witnesses and comments in rebuttal.
- The decision to transfer shall be in writing, stating the facts and reasons for the decision, and shall be sent to the student and the student's parents or guardians.
- Involuntary transfer may be for any length of time; however, the student or the student's parent or guardian may request an annual review of the involuntary transfer. Upon a request for such a review, a meeting with the Governing Authority or designee shall be held, which shall be in conformity with this paragraph.

Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply (EC § 48911.1):

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. ~~The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom.~~ The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing (EC § 48911.1).

Expulsion from School

Authority to Expel

A student may be expelled *only* by the Governing Authority or designee (EC § 48918(j)). The Governing Authority or designee shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion" (EC § 48915).

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Governing Authority or designee shall order a student expelled, upon the recommendation of the principal, or designee, only if the Governing Authority or designee makes a finding of either or both of the following (EC § 48915(b) and (e)):

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Principal or Designee's Authority to Recommend Expulsion

Unless the principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC § 48915(a)):

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in EC § 48915(g) or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance as listed in Health and Safety Code §§ 11053- 11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code §§ 240 and 242, upon any school employee.

In determining whether or not to recommend the expulsion of a student, the principal or designee shall act as quickly as possible to ensure that the student does not lose instructional time (EC § 48915).

Mandatory Recommendation and Mandatory Expulsion

The principal or designee shall recommend that the Governing Authority or designee expel any student found at school or at a school activity to be (EC § 48915(c)):

1. Possessing, as verified by a CBK employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence
   - However, possession of an imitation firearm, as defined in EC § 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
2. Brandishing a knife as defined in EC § 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code §§ 11053-11058.
4. Committing or attempting to commit a sexual assault as defined in Penal Code §§ 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code § 243.4.
5. Possessing an explosive as defined in 18 USC § 921.

Upon finding that the student committed any of the above acts, the Governing Authority or designee shall expel the student (EC § 48915).

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the principal or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion" (EC § 48918(a)).

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Governing Authority's or designee's discretion (EC § 48918(a)).

If the Governing Authority or designee finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Governing Authority or designee may, for good cause, extend the time period by an additional five

school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held (EC § 48918(a)).

If the Governing Authority or designee finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in EC § 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year (EC § 48918(a)).

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay (EC § 48918(a)).

Appointment of Administrative Hearing Panel. When expulsion is recommended by the principal/designee, the student shall be entitled to a hearing before an impartial administrative hearing panel. The Administrative Hearing Panel shall be appointed by the Governing Authority or designee, and shall be composed of three or more certificated personnel, none of whom shall be the Governing Authority or principal or staff of the CBK campus in which the student is enrolled (EC § 48918(d)).

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness (EC § 48918.5).

Whenever the principal or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of CBK's suspension and expulsion policy and regulation and shall advise the witness of his/her right to (EC § 48918.5):

1. Receive five days' notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the principal or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (EC § 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include (EC §§ 48900.8, 48918(b)):

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of CBK disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to EC § 48915.1, to provide information about the student's status to any other public school in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in EC § 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
   - *Legal counsel* means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
   - *Non-attorney advisor* means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
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.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under EC § 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the principal or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the principal or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call (EC § 48918.1).

Conduct of Expulsion Hearing

1. Closed Hearing: Notwithstanding the provisions of Government Code § 54953 and EC § 35145, the Administrative Hearing Panel shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated (EC § 48918(c)).
   - Whether the expulsion hearing is held in closed or public session, the Administrative Hearing Panel may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Administrative Hearing Panel admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session (Education Code 48918(c)).
   - If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television (EC § 48918(c)).
2. 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 (EC § 48918(g)).
3. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant 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. Any recommendation to expel by the Administrative hearing Panel, and any decision of the Governing Authority or designee to expel, shall be supported by substantial evidence that

the student committed any of the acts pursuant to EC § 48900 and listed in "Grounds for Suspension and Expulsion" above (EC § 48918(h)).

- Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm (EC § 48918(f)).
- In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

4. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student (EC §§ 48918, 48918.5):
   a. Any complaining witness shall be given five days' notice before being called to testify.
   b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
   c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
   d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
   e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code § 868.5.
   f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
   g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
      i. CBK shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
      ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross- examination during which he/she may leave the hearing room.
      iii. The person conducting the hearing may:
         - Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
         - Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
         - Permit one of the support persons to accompany the complaining witness to the witness stand.

Recommendation of Administrative Panel:
The Administrative Hearing Panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Governing Authority or designee. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. (EC § 48918(e)).

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Governing Authority or designee. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Governing Authority or designee may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Governing Authority or designee may order (EC § 48918(f)).

The Administrative Hearing Panel may recommend that the Governing Authority ~~Board~~ suspend the enforcement of the expulsion (EC §§ 48917,48918).

Stipulated Agreement Alternative – Voluntary Consent to Discipline
Apart from the procedure set forth above, a student may be offered the option to enter into a Voluntary Consent to Discipline Agreement, where the offense is expellable under EC §§ 48900, 48900.2, 48900.3, 48900.4, and 48915 to avoid the expulsion hearing. After being fully informed of his or her rights, and where there is no disagreement about the facts or the law, the student may knowingly and voluntarily waive his or her right to a hearing by way of a written stipulated agreement signed by both the student and the parent or legal guardian of the student. ~~(Coplin v. Conejo Valley Unified Sch. Dist., 1997 U.S. App. LEXIS 13944 (9th Cir. 1997) Such~~ an agreement would require the student to admit his or her participation in the activity that was subject to expulsion and agree to the prescribed discipline.

Parents and students will be given a waiting period of at least one week in advance of signing a stipulated agreement. Parents will be encouraged to consult with an attorney prior to signing an agreement, if the parents are unsure of the provisions of the agreement.

In addition, such an agreement must be in compliance with all requirements of EC § 48916 relating to rehabilitation, readmission, and notice requirements. All Stipulated Agreements are subject to final approval by the Governing Authority or designee. Stipulated agreements must be signed and delivered to CBK within 30 school days after the principal or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred, and will be presented to the Governing Authority or designee for consideration and execution, if acceptable.

Final Action by the Governing Authority or Designee
Upon ordering an expulsion, the Governing Authority or designee shall set a date when the student shall be reviewed for readmission to a school within CBK. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Governing Authority or designee may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Governing Authority or designee shall set a date when the student shall be reviewed for readmission not later than the last day of the

semester following the summer session or intersession period in which the expulsion occurred (EC § 48916).

At the time of the expulsion order, the Governing Authority or designee shall recommend a plan for the student's rehabilitation, which may include (EC § 48916):

1. Periodic review, as well as assessment at the time of review, for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school (EC § 48916.5).

Written Notice to Expel

The Governing Authority or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (EC § 48900.8).
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (EC § 48916).
3. Notice that there is no right to appeal the expulsion to the County Board of Education.
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (EC § 48918).
5. Notice of the student's or parent/guardian's obligation to inform any new school in which the student seeks to enroll of the student's status with CBK, pursuant to Education Code 48915.1 (EC § 48918).

Decision Not to Enforce Expulsion Order

When deciding whether to suspend the enforcement of an expulsion order, the Governing Authority or designee shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Governing Authority or designee may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Governing Authority's or designee's determination as to whether the student has satisfactorily completed the rehabilitation program (EC § 48917).
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917).
3. The suspension of the enforcement of an expulsion order may be revoked by the Governing Authority or designee if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of CBK's rules and regulations governing student conduct (EC § 48917).

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (EC § 48917).
5. Upon satisfactory completion of the rehabilitation assignment, the Governing Authority or designee shall reinstate the student in a CBK school. Upon reinstatement, the Governing Authority or designee may order the expunging of any or all records of the expulsion proceedings (EC §48917).

The Governing Authority or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

Readmission after Expulsion Procedures:

1. On the date set at the time of the expulsion, Governing Authority or designee shall consider readmission of the student (EC § 48916).
2. The Governing Authority or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Governing Authority or designee shall verify whether the provisions of this plan have been met.
3. If the readmission is granted, the Governing Authority or designee shall notify the student and parent/guardian, by registered mail, of the Governing Authority's decision regarding readmission.
4. The Governing Authority may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other CBK students or employees (EC § 48916).
5. If the Governing Authority or designee denies the readmission of a student, the Governing Authority shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school (EC § 48916).
6. The Governing Authority or designee shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Governing Authority's or designee's determination of the educational program which the Governing Authority or designee has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school (EC § 48916).

No student shall be denied readmission into CBK based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system (EC § 48645.5).

Maintenance of Records

CBK shall maintain a record of each suspension and expulsion, including its specific cause(s) (EC § 48900.8). Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school (EC §48918(k)). The principal or designee shall, within five working days, honor any other public school's request for information about an expulsion from CBK (EC § 48915.1).

When a pupil is expelled or leaves CBK without graduating or completing the school year for any reason, CBK notifies the superintendent of the school district of the pupil's last known address within 30 days and will, upon request, provide that school district with a copy of the

cumulative record of the pupil, including a transcript of grades or report card and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to EC § 48200.

Notification to Law Enforcement Authorities
Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 (EC § 48902). The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10 (EC § 48902). Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate EC § 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind (EC § 48902).

Procedures for Other Involuntary Removals from School
No pupil will be involuntarily removed by CBK for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures outlined below before the effective date of the action.

If the pupil's parent, guardian, or educational rights holder initiates the procedures specified below, the pupil shall remain enrolled and shall not be removed until CBK issues a final decision. “Involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions of less than 10 days.

Due Process:
Before a pupil is disenrolled from CBK for lack of attendance or any other reason outlined in the student/parent handbook (except expulsion), CBK shall provide the pupil and parent/ guardian a Notice of Disenrollment no less than five schooldays before the effective date of the action. The Notice of Disenrollment shall state the alleged violation (for example, failure to attend three consecutive sessions, the equivalent of 15 school days) and the effective date of disenrollment unless the parent/guardian (or pupil, if an adult) requests a hearing before a neutral hearing officer. If a hearing is requested, the Governing Authority or designee shall set a date for the hearing and shall provide pupil and parent/guardian a Notice of Hearing. The hearing date shall be no less than 10 days after the Notice of Hearing. The Notice of Hearing shall include an explanation of the pupil and/or parent/guardians rights, which include the following: the right to present testimony, evidence, and witnesses; the right to confront and cross-examine adverse witnesses and question all evidence presented; and the right to be bring legal counsel or an advocate to the hearing. After the hearing, the hearing officer shall make a written recommendation to the Governing Authority or designee. The Governing Authority or designee shall accept or reject the recommendation of the hearing officer and shall notify the pupil and parent/guardian of the final decision in writing.

A pupil who is disenrolled from CBK may later apply for admission in the same manner as other students seeking admission.

SECTION XI: EMPLOYEE COMPENSATION AND BENEFITS

The Riverside County Superintendent of Schools shall be the exclusive public school employer of the employees of the CBK for the purposes of the Educational Employment Relations Act (EERA) and all other purposes. CBK staff are employed by the Riverside County Superintendent of Schools (RCSS) and have all rights and responsibilities accordingly. Employees of the RCSS are covered by existing employee agreements. Employees earn additional years of service credit in the county office while working in CBK. In addition, they retain any rights to accumulated sick leave return rights, vacation for those who are eligible, family leave, and health coverage.

Certificated and non-certificated employees of the RCSS shall be compensated according to the appropriate salary schedule for their job classification. Certificated and non-certificated employees of the CBK participate in STRS, PERS, or Social Security depending upon each individual's eligibility. Enrollment in these programs will be monitored by the Fiscal Services Unit of the Riverside County Office of Education as part of the CBK support services contract.

SECTION XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

No student is required to attend CBK. Students who reside within any school district in which CBK operates a school site who choose not to attend CBK may attend school within that school district according to its policy or at another school district or school within the district through its intra and inter-district policies. Students may also choose to attend a different charter school. Parents/guardians of each student enrolled in CBK will be informed on admission forms that the student has no right to admission in a particular school (or program) of a local education agency (LEA) as a consequence of enrollment in CBK except to the extent that such a right is extended by that LEA ~~CBK~~.

SECTION XIII: RETURN RIGHTS OF EMPLOYEES

CBK is a dependent charter school of the Riverside County Office of Education. As such, all employees are considered the exclusive employees of the RCSS for the purposes of the Education Employment Relations Act (EERA), unless otherwise mutually agreed in writing.

Employees of the RCSS who chooses to leave their existing position at RCOE to work at CBK shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their bargaining unit MOU, including existing policies regarding sick/vacation leave, continuation of service credit, and other benefits as appropriate for their position. Employees will be paid according to the appropriate RCOE certificated or classified salary schedule for their position. Applicable leave balances shall be transferred with the employee as per RCOE policy. Years of service credit are approved by the Superintendent and follow applicable RCOE collective bargaining unit agreements. Employment by CBK provides rights to employees as outlined in the applicable collective bargaining agreement. CBK shall comply with the EERA.

Employees of a local educational agency who resign from employment to work at CBK and who later wish to return to a local educational agency shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements. CBK shall not have any authority to confer any rights to return on a local educational agency's employees.

SECTION XIV: DISPUTE RESOLUTION

If a dispute arises between the Riverside County Board of Education, as granting entity, and CBK relating to provisions of this Charter, the following procedures will be followed: The President of the Riverside County Board of Education and the CBK, or their respective designees, will meet to discuss the area of dispute. If the dispute is not resolved informally, the parties may, by agreement, engage the assistance of a third-party mediator to assist in resolving the dispute. Nothing herein shall interfere with the authority of the Riverside County Board of Education to conduct its oversight duties, including the right to inspect or observe CBK at any time, or to issue a written notice of violations or initiate revocation proceedings in accordance with the provisions of EC § 47607.

Internal Dispute
Issues between students, teachers, parents/caregivers, applicant families, volunteers, advisors, and other community members associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The principal is responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The Riverside County Associate Superintendent of Schools, Student Programs and Services, is the appellate body.

Uniform Complaints
Complaints alleging (1) unlawful discrimination; or (2) failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid program, migrant education, career technical and technical education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements shall be investigated pursuant to RCOE's ~~the~~ Uniform Complaint Procedures (5 CCR § 4600) et seq.).

Employee Issues
For disputes involving employees, the principal of CBK and the Riverside County Associate Superintendent of Schools, Student Programs and Services shall meet with the CBK employee representative to discuss any issue or disagreement related to one or more CBK employees. After a full discussion of any such issue, the RCSS or his/her designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue.

Other Issues
In all other matters, any disagreement not resolved by the principal and the Riverside County Associate Superintendent of Schools, Student Programs and Services, may be appealed to the RCSS or designee through a formal written statement. After a full discussion of any such issue with the complaining party and Riverside County Associate Superintendent of Schools Student Programs and Services, the RCSS or designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue.

SECTION XV: CLOSURE PROTOCOL

The following procedures shall constitute the "Closure Protocol" and shall apply in the event CBK ceases to be a charter school or otherwise closes for any reason.

Any decision to close CBK as a charter school operating pursuant to this Charter shall be documented by official action of the Riverside County B O E ~~Superintendent of Schools (RCSS~~) ("Closure Action"). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed; the RCSS elects to close CBK, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented.

1. CBK will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.
2. Written notification to the home districts of the list of returning students shall be made within 72 hours of the determination of the Closure Action.
3. Written notification of the Closure Action and the effective date of closure of CBK shall be made by CBK to the California Department of Education and the Riverside County Office of Education by registered mail within 72 hours of the Closure Action.
4. Upon closure, CBK shall remain ~~solely~~ responsible for all liabilities arising from the operation of the charter school.
5. CBK will ensure notification to the parents/caregivers and students of CBK of the closure and provide information to assist parents/caregivers and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school and a process for the transfer of all student records.
6. Parents/caregivers will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework. CBK will provide parents/caregivers, students, and the receiving school districts copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at CBK, if CBK is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC § 1232g. Original records of ~~Come Back Kids~~ CBK students will be stored by RCOE.
7. As soon as is reasonably practical, CBK will prepare final financial records. CBK will also have an independent audit completed by an independent auditor, approved in advance by the Riverside County Board of Education, and included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six months after closure. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by CBK shall be the responsibility of ~~CBK and not~~ Riverside County Board of Education, Riverside County Superintendent of Schools, or Riverside County Office of Education. ~~CBK understands and acknowledges that CBK will cover the outstanding debts or liabilities of CBK.~~ Any unused monies at the time of the audit will be returned to the appropriate funding source. CBK understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to RCOE or

SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the later of the Closure Action or effective date of the closure, or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the governing board and will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the school and student transfers.
9. The CBK shall adopt a plan, for the closure of the school in accordance with the requirements of the Schools Code.
10. In addition to the final audit, CBK shall also submit any required year-end financial reports to the California Department of Education and RCOE in the form and timeframe required.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end CBKs' right to operate as a charter school pursuant to this Charter or cause CBK to cease operation (see Appendix D: School Closure Procedures Checklist of activities in accordance with applicable law).

SECTION XVI: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget

CBK developed a three-year multi-year budget that supports the mission and goals proposed in this charter. The financial plan is intended to fulfill the terms of EC § 47605 (g) and provides financial information about the proposed charter school. ~~Come Back Kids~~CBK Charter's fiscal management will be the responsibility of the charter school and Riverside County Superintendent of Schools. Individual line-item assumptions are shown in the three-year plan.

Special Education Funding

CBK receives all applicable special education funds as specified in the SELPA's Assembly Bill (AB) 602 Funding Allocation Plan as a school under the Riverside County Superintendent of Schools.

Financial Reporting

CBK contracts with RCOE and the RCSS to provide support services through the Personnel Services (PS), Administrative and Business Services Division (ABS) and Student Programs and Services (SPS). Payroll, purchasing, attendance, monthly financial reports, and other accounting activities are performed by RCOE. These services include a yearly financial audit by an independent audit firm utilizing commonly accepted accounting standards and procedures, and will follow the audit guidelines for K -12 education as prepared by the California State Controller's Office. In addition, a continuous monitoring of the fiscal status of CBK is implemented with an ongoing audit, which observes standards generally applied to the county's schools. Audit reports are made available to the public through CBK.

Insurance and Risk Management

CBK contracts with RCOE and RCSS to provide services through the Personnel Services Division for general liability insurance, workers compensation, and other required insurance from an insurance carrier licensed to do business in the State of California, and keep in full force during the term of the charter, at least the following insurance coverage:

- *Property Insurance* - for replacement value, including coverage for all assets listed in the school's property inventory and consumables.
- *General Liability* - At least $2,000,000 per occurrence and $5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of the school, its governing board, officers, agents, employees, or students. The deductible per occurrence for said insurance shall not exceed $20,000 for any and all losses resulting from negligence, errors and omissions of the school, its governing board, officers, agents, employees, or students.
- *Workers' Compensation* - In accordance with the provisions of the California Labor Code, insurance adequate to protect the school from claims under Workers' Compensation Acts which may arise from its operation, with statutory limits.
- *Automobile Insurance* - to the extent necessary and in amounts appropriate for the type and use of the automobile.

Evidence of insurance coverage will be provided to the RCOE Administrative Services Unit upon request and will instruct the insurance carrier(s) to inform the RCSS immediately if the coverage becomes inoperative for any reason.

Administrative Services
CBK contracts with the RCOE and RCSS to provide support services through the Administrative and Business Services, Personnel Services, Educational Leadership Services, and Educational Services Divisions. This contract includes services provided by Accounting, Fiscal Services, Payroll and Retirement Processing, Technology System Support, Contracts and Purchasing, staff development and training, and instructional support. CBK CALPADS and CBEDS data are submitted through RCOE as the authorizing agent. Details of any business or administrative services, special education services, costs and funding between CBK and RCOE shall be detailed in a Memorandum of Understanding (MOU). CBK contracts with other providers as necessary or deemed appropriate to provide related administrative services.

Three Year Budget and Cash Flow Projection
Included in the attached portion of the financial plan are the following reports:

1. Three-Year Operating Budget
2. Revenue Assumptions for ~~2018-2019~~ 2025-2026
3. Revenue Assumptions for ~~2019-2020~~ 2026-2027
4. Revenue Assumptions for ~~2020-2021~~ 2027-2028
5. Cash Flow Projection for ~~2018-2019~~ 2025-2026

The financial plan for CBK is based on the best data available to the developers at the time the charter was written for renewal. The financial plan is based on the following assumptions:

- The school will enroll students in grades 9-12.
- Average ADA is estimated and based on prior years.
- Enrollment is estimated at ~~725~~ 600 students in 2025-2026 ~~2018-2019~~ expanding to 625 students in ~~2019-2020~~ 2026-2027 and ~~755~~ 655 students in ~~2020-2021.~~ 2026-2027
- The school will be funded pursuant to basic and supplemental funding for schools and under Community School funding and receive an increased apportionment for students who are expelled or on probation.
- COLA is based on the LCFF calculator.
- The administration of the school is provided by CBK principals and the costs are allocated based on the total number of students enrolled.
- Teachers are budgeted at a 30 to 1 ratio.
- Clerical support is allocated based on the number of enrolled students in the charter school.
- The budget includes operating costs to purchase curriculum materials and textbooks.
- Standards-based, California State Board of Education textsbooks will be purchased.
- The nurse, ~~school psychologist~~, and other specialist services will be contracted with RCOE or other agencies on an as needed basis.
- The school will participate in special education funding through the Riverside County SELPA.
- Direct special education services and school psychologists will be provided by CBK staff. Any additional special education services will be contracted through RCOE or other agencies.
- The financial plan makes the assumption that the CBK will collect Community School funding for these students who are expelled or on probation (est~~ima~~ted ~~at~~ 15 ~~ADA fo~~r 20~~18-~~2019 ~~and 17~~ ADA ~~for two~~ ye~~ar~~s o~~ut)~~ and funding for other students is based on the charter school block grant rate.

COME BACK KIDS CBK CHARTER

Multi-Year Budget 2018-19 through 2020-21

Description		Projected Budget 2018-2019	Projected Budget 2019-2020	Projected Budget 2020-2021
	Enrollment	725	740	755
	ADA	601.25	629	641.75
REVENUE				
	Local Control Funding Formula	$ 5,683,809	$ 6,034,737	$ 6,444,268
	EPA	$ 120,250	$ 122,800	$ 125,350
	Community School Funding - ADA	$ 255,529	$ 296,405	$ 304,027
	Charter in Lieu	$ 909,353	$ 909,353	$ 909,353
		$ 6,968,941	**$ 7,363,295**	**$ 7,782,998**
	FEDERAL			
	YouthBuild	$ 72,806	$ 40,000	
	Special Education IDEA Local Asst.	$ 80,859	$ 82,759	$ 87,369
	NCLB - Title III	$ 11,736	$ 12,012	$ 12,320
		$ 165,401	**$ 134,771**	**$ 99,689**
	STATE			
	Lottery	$ 97,514	$ 99,806	$ 102,371
	Lottery - Proposition 20	$ 43,375	$ 44,394	$ 45,535
	Mental Health	$ 38,625	$ 39,533	$ 40,549
	Mandated Block Grant	$ 204,300	$ 209,101	$ 214,475
	STRS On Behalf Pension Offset	$ 256,371	$ 269,190	$ 282,649
		$ 640,185	**$ 662,023**	**$ 685,578**
	LOCAL			
	Interest	$ 2,255	$ 2,308	$ 2,368
	Special Education	$ 306,028	$ 321,329	$ 337,396
		$ 308,283	**$ 323,638**	**$ 339,764**
	Total Revenue Projections	**$ 8,082,810**	**$ 8,483,727**	**$ 8,908,030**
EXPENDITURES:				
	1) Certificated Salaries	$ 3,537,904	$ 3,753,520	$ 4,041,768
	2) Classified Salaries	$ 1,002,540	$ 1,056,176	$ 1,115,005
	3) Employee Benefits	$ 1,884,509	$ 1,985,908	$ 2,106,594
	4) Books and Supplies	$ 259,084	$ 259,591	$ 266,263
	5) Services, Other OP Exp	$ 748,213	$ 749,678	$ 749,678
	6) Capital Outlay			
	7) Other Outgo			
	8) Direct/Indirect Costs (@8%)	$ 594,580	$ 624,390	$ 620,948
	Total Expenditure Projections	**$ 8,026,830**	**$ 8,429,263**	**$ 8,900,256**
	NET INCREASE (DECREASE) IN FUND BALANCE	**$ 55,980**	**$ 54,464**	**$ 7,774**
FUND BALANCE, RESERVES				
	Beginning Balance	**$ 376,501**	**$ 432,481**	**$ 486,946**
	Ending Balance	**$ 432,481**	**$ 486,946**	**$ 494,719**

CBK Charter Fiscal Year 2018-2019 Cash Flow Projection

Cash Flow	July	August	September	October	November	December	January	February	March	April	May	June	Accruals		Revised
A. BEGINNING	919,817	929,129	601,417	487,661	579,386	980,092	1,026,688	816,556	718,327	729,741	924,807	947,067			
B. RECEIPTS															
Local Control Funding Formula															
Charter State Aid	284,190	284,190	511,543	511,543	511,543	511,543	511,543	511,543	511,543	511,543	511,543	511,542		5,683,809	5,683,809
Education Protect	0	0	29,125	0	0	29,124	0	0	23,969	0	0	38,032		120,250	120,250
Community Scho	0	0	0	0	255,529	0	0	0	0	0	0	0	0	255,529	255,529
Charter In-Lieu of P	0	0	0	200,362	149,253	38,915	36,620	10,746	29,163	205,083	42,546	118,010	78,655	909,353	909,353
Federal Revenues															
Spec. Ed.: Local As	0	0	0	0	0	0	0	0	0	0	40,430	20,215	20,214	80,859	80,859
Youthbuild						36,403			18,202				18,201	72,806	72,806
NCLB: Title III	0	0	2,940	0	0	0	0	0	0	340	0	8,456	0	11,736	11,736
Other State Revenues															
Mandated Cost Re	0	0	0	0	51,075	0	51,075	0	51,075	51,075	0	0		204,300	204,300
Lottery: Unrestricte	0	0	0	0	21,510	0	27,276	0	0	24,420	13,626	10,682		97,514	97,514
Lottery: Inst. Mat.	0	0	0	16,266	0	0	10,844	0	0	0	0	0	16,265	43,375	43,375
Health	0	0	0	0	0	18,150	0	0	0	0	0	0	20,475	38,625	38,625
Contrib.	0	0	0	0	0	0	0	0	0	0	0	256,371	0	256,371	256,371
Local Revenue															
Interest	0	0	0	142	0	665	52	0	445	163	0	788	0	2,255	2,255
Special Education	0	29,446	0	32,314	32,314	32,314	52,708	0	45,920	22,960	34,633	0	23,419	306,028	306,028
TOTAL RECEI	284,190	313,636	543,608	760,627	1,021,224	667,114	690,118	522,289	680,317	815,584	642,778	964,096	177,229	8,082,810	8,082,810
C. DISBURSEM															
Certificated Salarie	176,895	283,032	300,722	318,411	300,722	300,722	300,722	300,722	318,411	300,722	300,722	300,722	35,379	3,537,904	3,537,904
Classified Salaries	50,127	80,203	85,216	90,229	85,216	85,216	85,216	85,216	90,229	85,216	85,216	85,216	10,025	1,002,540	1,002,540
Employee Benefits	94,225	150,761	160,183	169,606	160,183	160,183	160,183	160,183	169,606	160,183	160,183	160,183	18,845	1,884,509	1,884,509
Supplies and Servi	12,954	20,727	22,022	23,318	22,022	22,022	22,022	22,022	23,318	22,022	22,022	22,022	2,591	259,084	259,084
Services	37,411	59,857	52,375	67,339	52,375	52,375	52,375	52,375	67,339	52,375	52,375	52,375	97,268	748,213	748,213
Capital Outlays	0	0	0	0	0	0	0	0	0	0	0	0		0	0
Other Outgo	0	0	0	0	0	0	279,732	0	0		1	0	314,848	594,581	594,580
Interfund Transfers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disburse/Non Exp.															
TOTAL DISBU	371,613	594,580	620,518	668,903	620,518	620,518	900,250	620,518	668,903	620,518	620,519	620,518	478,956	8,026,830	8,026,830
D. PRIOR YEAR TRANSACTIONS															
Accounts Receiva	163,574	10,500	3,155	0	0	0	0	0	0	0	0	0	0	177,229	503,645
Accounts Payable	66,840	57,268	40,000	0	0	0	0	0	0	0	0	0	0	164,108	405,527
PRIOR YEAR	96,734	(46,768)	(36,845)	0	0	0	0	0	0	0	0	0	0	13,121	98,118
INCREASE/DECREASE (B - C +D)	9,311	(327,712)	(113,755)	91,724	400,706	46,596	(210,132)	(98,229)	11,414	195,066	22,259	343,578	(301,727)	69,101	
CASH (A + E)	929,129	601,417	487,661	579,386	980,092	1,026,688	816,556	718,327	729,741	924,807	947,067	#######		1,290,645	
G. ENDING CASH, PLUS	882,361	564,572	487,661	579,386	980,092	1,026,688	816,556	718,327	729,741	924,807	947,067	1,290,645			
Difference	46,768	36,845	0	0	0	0	0	0	0	0	0				

Transportation

CBK will not provide transportation to students attending its programs unless specified in the student's Individualized Education Plan (IEP). Transportation is a related service as defined by 34 CFR § 300.34(c)(16) of the IDEA regulations and can include travel to and from school and between schools; travel in and around school buildings; and specialized equipment such as special or adapted buses, lifts, and ramps. An IEP team is responsible for determining both if transportation is required to assist a student with a disability to benefit from special education and related services, and how the transportation services should be implemented. The specific needs of the pupil must be the primary consideration when an IEP team is determining any transportation needs. These may include, but are not limited to:

1. Medical diagnosis and health needs consideration of whether long bus rides could affect a certain pupil's health (duration, temperature control, need for services, health emergencies); general ability and/or strength to ambulate/wheel; approximate distance from school or the distance needed to walk or wheel oneself to the school; consideration of pupil needs in inclement or very hot weather, other.
2. Physical accessibility of curbs, sidewalks, streets, and public transportation systems.
3. Consideration of a pupil's capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from school.
4. Behavioral Intervention Plans (EC §§ 56520-56525) specified by the pupil's IEP and consideration of how to implement such plans while a pupil is being transported.
5. Mid-day or other transportation needs as required on a pupil's IEP (for example, occupational or physical therapy or mental health services at another site, community based classes, etc.) must also be taken into consideration when the IEP team discusses a pupil's placement and transportation needs.
6. Extended school year services, pursuant to EC § 56345(b)(3), should be another consideration of a pupil's need for transportation if considered necessary to provide a free appropriate public education as specified in a pupil's IEP

Transportation Options

Considering the identified needs of the pupil, transportation options may include, but not be limited to: walking, riding the regular school bus, utilizing available public transportation (any out-of-pocket costs to the pupil or parents are reimbursed by the local education agency), riding a special bus from a pick up point, and portal-to-portal special education transportation via a school bus, taxi, reimbursed parent's driving with a parent's voluntary participation, or other mode as determined by the IEP team. When developing specific IEP goals and objectives related to the pupil's use of public transportation, the IEP team may wish to consider a blend of transportation services as the pupil's needs evolve. Specialized transportation, as a related service, must be written on the pupil's IEP with specificity.

SECTION XVII: IMPACT ON THE COUNTY AND ASSURANCES

Impact on the County

CBK works diligently to assist the Riverside County Board of Education and Riverside County Office of Education in meeting any and all oversight obligations under the law, including, for example, monthly meetings, reporting, or other county-requested protocol.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, CBK does hereby agree, at its own expense, to indemnify, defend and hold harmless Riverside County Board of Education, Riverside County Superintendent of Schools, and Riverside County Office of Education and their members, officers, directors, agents, representatives, employees and volunteers (collectively, the "County") from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement.

CBK further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the County from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by CBK, its officers, directors, employees or volunteers. Moreover, CBK agrees to indemnify and hold harmless the County for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

CBK purchases general liability insurance to secure against financial risks. CBK procures and maintains appropriate insurance with coverage types and amounts determined by schools of similar size, location, and student population. RCSS, RCBOE, and RCOE shall be named an additional insured on the general liability insurance of CBK.

Assurances

It is hereby assured that CBK Charter:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-Charter public schools (EC § 47605(~~c~~)(1)).
2. Staff will be employed by the Riverside County Superintendent of Schools (RCSS) and will have all rights and responsibilities accordingly for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code (EC § 47605(~~b~~)(5)(~~O~~) & M)
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations (EC § 47605(~~cd~~)(1)).
4. Will not charge tuition (EC § 47605(e~~d~~)(1)).
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case admission will be determined through a public random lottery process (EC § 47605(~~d~~)(2)(~~B~~)).

6. Will not discriminate against any student on the basis of the characteristics listed in Section 220 of the Education Code (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, or association with an individual or group with such actual or perceived characteristics) (EC § 47605~~(d)~~(1)).
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEIA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers (EC § 47605(l)).
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will, if a student is expelled or leaves the Charter school without graduating or completing the school year for any reason, notify the superintendent of the school district of the student's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information (EC §47605(d)(3)).
12. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection ~~(EC § 47605.6(d)).~~
13. Will, on a regular basis, consult with its parents and teachers regarding CBK's the ~~Charter school~~'s educational programs (EC § 47605(c)(2)).
14. Will comply with any jurisdictional limitation applicable to the locations of its facilities (EC § 47605.1).
15. Will comply with the California Building Standards Code of Title 24 of the California Code of Regulations, as adopted and enforced by the local building enforcement agency with jurisdiction, unless exempt under Education Code Section 47610.5 (EC §§ 47610, 47610.5).
16. Will comply with all laws establishing the minimum and maximum age for public school enrollment (EC §§ 47612(b), 47610).
17. Will comply with the provisions of the Political Reform Act (Government Code § 81000 et seq.) and implementing regulations (2 California Code of Regulations § 18110 et seq.).
18. Will comply with the provisions of the California Public Records Act (Government Code §7920.000 ~~6252~~ et seq.).
19. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. 1232g).
20. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.
21. Will not admit any student who is concurrently enrolled in a private school that charges the pupil's family for tuition (EC § 47602(b)).
22. ~~A pupil cannot be required to attend a charter school (EC § 47602(b)).~~

SECTION XVIII: EVIDENCE OF ACADEMIC ACHIEVEMENT (Education Code Sections 47607 (c)(7) ~~(a)(3)(A) and (b)(5)~~

Increases in academic achievement for all groups of students served by the CBK Charter are evident in a range of quantitative and qualitative measures, albeit in contextualized domains. State test scores on the CAASPP only represent a partial view of the success of CBK students. The CAASPP in ELA and math is required for eleventh grade students. The majority of CBK's enrollment is comprised of students over the age of 18 in grade 12. For example, student enrollment in CBK in 2016-2017 encompassed the following grade levels: 1% in 10th grade, 9% in grade 11, and 82% in grade 12.

When being considered for renewal, a charter school must meet at least ~~one of five~~ criteria listed in EC § 47607(b) relating to academic performance. The CBK qualifies as a charter school"eligible" for alternative methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5 ~~Charter meets the fifth criterion for charter school renewal, "Qualified for an alternative accountability system pursuant to subdivision 9h) of section 52052"~~ of the Education Code. ~~CBK qualifies for the alternative accountability system pursuant to subdivision EC § 52052(g) which states the following:~~

> ~~The Superintendent, with the approval of the state board, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, nonpublic, nonsectarian schools pursuant to Section 56366, and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools. Schools in the alternative accountability system may receive an API score, but shall not be included in the API rankings.~~

The State Board of Education (SBE) approved criteria for defining alternative schools in the new accountability system on ~~July 12, 2017.~~ This criteria replaces the former application process known as the Alternative Schools Accountability Model (ASAM) and requires schools not defined in EC § 52052~~(gd~~) to complete an application process to receive California School Dashboard (Dashboard) Alternative School Status (DASS) every three years. All DASS ~~Participates~~ participants must maintain documentation of the 70 percent of students reflected on their DASS Participation Form. The CDE will conduct annual reviews and failure to provide such documentation may result in termination of the school's DASS.

To qualify for DASS, schools must meet the SBE-approved criteria that at least 70 percent of their enrollment (upon first entry to the school) is comprised of high-risk students. Student enrollment in CBK meets the definition of high-risk student groups as approved by the SBE for the following:

- Recovered Dropouts, as defined in EC § 52052.3(b), as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.
- Credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements).
- Gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-

instructional days such as summer break, holiday break, off-track, and other days when a school is closed).

- High level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school).

~~CBK submitted the Alternative Schools Accountability Model (ASAM) Charter School Application in 2017-2018 based on the students served (calculated on non-duplicated counts) in CBK are 92% recovered dropouts and 8% credit deficient. CBK is approved as Dashboard Alternative Schools Status.~~

LCAP Priority 4 Metrics

The LCAP Priority 4 metrics included for CBK include student performance on the CAASPP and ELPAC, the English learner reclassification rate, and the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

In CBK, only 11th grade students, which was 9% of the total student population in 2016-2017, take part in the Smarter Balanced Assessments in ELA and math as a part of the CAASPP, The CAASPP and EAP do not reflect the academic achievement of the entire student body of CBK. Other metrics provide a complete picture of student academic achievement.

California Assessment of Student Performance and Progress (CAASPP) Schoolwide Data

English Language Arts Schoolwide Data

The percent of students exceeding standards on the CAASPP in ELA decreased from 2% in 2014-2015 (first year of the CAASPP) to 1.3% in 2016-2017. The percent of students meeting standards on the CAASPP in ELA decreased from 24% in 2014-2015 (first year of the CAASPP) to 11.4% in 2016-2017. The decline was due, in part to, increased number of students who were tested since the inception of the CAASPP.

English Language Arts Schoolwide Data

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2015~~	~~24%~~	~~2%~~
~~2016~~	~~17%~~	~~1%~~
~~2017~~	~~11.4%~~	~~1.3%~~

Year	Standard Met	Standard Exceeded
2023	15.89%	6.5%
2024	14.37%	4.02%
2025	23.9%	4.68%

The percent of students meeting standards on the CAASPP in mathematics increased from zero in 2014-2015 (first year of the CAASPP) to 2% in 2016-2017.

Mathematics Schoolwide Data

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2015~~	~~0%~~	~~0%~~

~~2016~~	~~0%~~	~~0%~~
~~2017~~	~~2%~~	~~0%~~

Year	Standard Met	Standard Exceeded
2023	.93%	0%
2024	1.12%	.56%
2025	2.92%	0%

ELA CAASPP Student Group Data

The percent of economically disadvantaged students exceeding standards on the CAASPP in ELA increased from zero in 2014-2015 (first year of CAASPP) to 1% in 2016-2017, although the percent meeting standards decreased from 25% in 2014-2015 to 11.5% in 2016-2017.

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2015~~	~~25%~~	~~0%~~
~~2016~~	~~19%~~	~~0%~~
~~2017~~	~~11.5%~~	~~1%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

The percent of Hispanic/Latino students exceeding standards on the CAASPP in ELA increased from zero in 2014-2015 (first year of the CAASPP) to 1% in 2016-2017, although the percent meeting standards decreased from 22% in 2014-2015 to 11.1% in 2016-2017.

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2015~~	~~22%~~	~~0%~~
~~2016~~	~~13%~~	~~0%~~
~~2017~~	~~11.1%~~	~~1%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

The percent of white students exceeding standards on the CAASPP in ELA increased from zero in 2014-2015 (first year of CAASPP) to 4% in 2016-2017, although the percent meeting standards decreased from 22% in 2014-2015 to 20% in 2016-2017.

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2015~~	~~22%~~	~~0%~~
~~2016~~	~~33%~~	~~7%~~
~~2017~~	~~20%~~	~~4%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

Math CAASPP Student Group Data

The percent of economically disadvantaged students meeting standards increased from zero in 2014-2015 to 1% in 2016-2017.

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2015~~	~~0%~~	~~0%~~
~~2016~~	~~0%~~	~~0%~~
~~2017~~	~~1%~~	~~0%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

The percent of Hispanic/Latino students meeting standards on the CAASPP in math increased from zero in 2014-2015 (first year of the CAASPP) to 2% in 2016-2017.

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2015~~	~~0%~~	~~0%~~
~~2016~~	~~0%~~	~~0%~~
~~2017~~	~~2%~~	~~0%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

The percent of white students exceeding standards on the CAASPP in math increased from zero in 2014-2015 (first year of the CAASPP) to 4% in 2016-2017.

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2015~~	~~0%~~	~~0%~~
~~2016~~	~~0%~~	~~0%~~

~~2017~~	~~4.3%~~	~~0%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

Early Assessment Program (EAP)

English Language Arts

The percent of students College Ready on the CAASPP in ELA declined from 2% in 2014-2015 (first year of the CAASPP) to 1.3% in 2016-2017. The percent of students College Conditional Ready decreased from 24% in 2014-2015 to 11.4% in 2016-2017.

~~Year~~	~~Conditionally Ready~~	~~College Ready~~
~~2015~~	~~24%~~	~~2%~~
~~2016~~	~~17%~~	~~1%~~
~~2017~~	~~11.4%~~	~~1.3%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

Mathematics

The percent of students College Conditional Ready increased from zero in 2014-2015 to 2% in 2016-2017.

Year	Conditionally Ready	College Ready
2015	0%	0%
2016	0%	0%
2017	2%	0%

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

~~California English Language Development Test (CELDT)~~

~~The percent of English learners scoring Beginning and Early Intermediate decreased from 14% in 2014-2015 to 9% in 2016-2017. The percent of English learners scoring Intermediate increased from 24% in 2014-2015 to 38% in 2016-2017. The percent of English learners scoring Early Advanced and Advanced declined from 62% in 2014-2015 to 50% in 2016-2017.~~

~~Year~~	~~Beginning~~	~~Early Intermediate~~	~~Intermediate~~	~~Early Advanced~~	~~Advanced~~
2015	3%	11%	24%	40%	22%

~~2016~~	~~5%~~	~~9%~~	~~25%~~	~~50%~~	~~12%~~
~~2017~~	~~2%~~	~~7%~~	~~38%~~	~~38%~~	~~12%~~

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2023~~		
~~2024~~		
~~2025~~		

~~English Learner (EL) Re-Designation~~

~~The percent of English learners re-designated from limited English proficient to fluent English proficient increased from 1% in 2014-2015 to 8% in 2016-2017.~~

~~Year~~	~~Students Reclassified~~	~~Census EL Enrollment~~	~~Reclassification Rate~~
~~2015~~	~~1~~	~~83~~	~~1%~~
~~2016~~	~~1~~	~~103~~	~~1%~~
~~2017~~	~~8~~	~~104~~	~~8%~~

~~Year~~	~~Standard Met~~	~~Standard Exceeded~~
~~2023~~		
~~2024~~		
~~2025~~		

~~College and~~ Career Readiness

In 2016-2017, 14.4 % of students completed a CTE course and 38.9% completed a UC a-g ~~approved course.~~

~~LCAP Priority 5 Metrics~~

~~Annual Student Attendance Rate~~

~~The student attendance rate increased from 80.7% in 2014-2015 to 85.1% in 2016-2017.~~

~~Year~~	~~Attendance Rate~~
~~2015~~	~~80.7%~~
~~2016~~	79.5%

2017	85.1%

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

~~Chronic Absenteeism Rate~~
~~Chronic absenteeism declined from 14.6% in 2015-2016 to 14.7% in 2016-2017.~~

~~Year~~	~~Absenteeism Rate~~
~~2015~~	~~Not Collected~~
~~2016~~	~~14.6%~~
~~2017~~	~~14.7%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

~~High School Graduation and High School Equivalency~~
~~The high school graduation rate increased from 87.4% in 2014-2015 to 88.2% in 2015-2016 (CBK is a county operated school and receives the Riverside County graduation rate). In 2016-~~ 2017, 60% of students passed the high school equivalency test who attempted the exam.

LCAP Priority 6 Metrics
~~Suspension and Expulsion Rates~~
~~The suspension rate increased from zero in 2014-2015 to 1% in 2015-2016 and declined to zero~~ in 2016-2017. There were no expulsions.

~~Year~~	~~Suspension Rate~~	~~Expulsion Rate~~
~~2015~~	~~0~~	~~0~~
~~2016~~	~~1%~~	~~0~~
~~2017~~	~~0~~	~~0~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

LCAP Priority 7 Metrics
Enrollment in a Broad Course of Study

~~All students were enrolled in a broad course of student and programs. The percent of students enrolled for one semester who earned at least 25 credits toward graduation was 67.2%.~~

~~LCAP Priority 8 Metrics~~

~~CBK Short-Cycle Assessments in ELA and Math~~

~~The percent of students, in the aggregate, scoring a minimum of 70% on the short cycle assessments in ELA increased from 29% in 2014-2015 to 37% in 2016-2017. The percent of students, in the aggregate, scoring a minimum of 70% on the short cycle assessments in math increased from zero in 2014-2015 to 25% in 2016-2017.~~

~~CBK Short Cycle Assessments - Percent of Students Scoring at or Above 70%~~

~~Year~~	~~ELA~~	~~Mathematics~~
~~2014-2015~~	~~29%~~	~~0%~~
~~2015-2016~~	~~29%~~	~~10%~~
~~2016-2017~~	~~37%~~	~~25%~~

Year	Standard Met	Standard Exceeded
2023		
2024		
2025		

Acc~~ue~~ess Scores

- ~~The percent of students who increased their reading lexile level at least one levels as measured by Accuess post-tests was 36%.~~
- ~~The percentage of students who increase their math achievement levels~~ by a~~t le~~ast on~~e~~ grade lev~~el~~ as measure~~d~~ by ~~Accu~~cess post-t~~est~~s was 32%.

~~SECTION XIX: INCORPORATION OF NEW LEGISLATION RELEVANT TO THE CHARTER (Charter Renewal Requirements, Education Code Section 47607(b))~~

~~Renewals and material revisions of charters are governed by the standards and criteria in EC § 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. The Information below includes only legislation that is relevant to CBK. The CBK Annual Notification of Parent Rights and Responsibilities provides a current and comprehensive description of all legislation required for the school. CBK complies with the following new legal requirements.~~

~~2013-2014 Legislation~~

~~Pupil Fees (EC § 49010 *et seq.*)~~

~~Codifies constitutional prohibition on the imposition of pupil fees and establishes procedures to ensure compliance with that prohibition. Requires schools to include information regarding the prohibition against pupil fees and the complaint procedure in the annual Uniform Complaint Procedure.~~

~~Pupil Records (EC § 49068)~~

~~Requires the former public or private school to perform a transfer of the pupil's permanent record or copy of it no later than 10 school days, as defined, following the date the request is received.~~

~~Transgender Students (EC § 221.5)~~

~~Establishes that it is the policy of the state that school classes be conducted without regard to gender of the pupil enrolled in these classes. Requires that students be able to "participate in sex-segregated school programs and activities, and use facilities consistent with his or her gender identity, irrespective of the gender listed in the pupil's records~~

~~2014-2015 Legislation~~

~~Accountability (EC §§ 47604.32. 47604.33, 47604.5, 47605, 47605.6, and 47605.5)~~

~~Enacted LCAP, which requires a charter school to develop an achievement plan that focuses on eight key state priority areas defined in EC 52060(d) that apply to~~ grades served, ~~or the nature of the program operated, by the charter school. LCFF also amended several provisions of the Charter Schools Act to strengthen charter accountability and align the charter's goals to the LCAP, including petition requirements, renewal and revocation standards, and reporting requirements.~~

~~2015-2016 Legislation~~

~~Cal Grant Program (EC § 69432.9)~~

~~Requires a grade point average (GPA) for all high school seniors at public schools to be submitted to the California Student Aid Commission (CSAC) electronically by a school or school district official. Pupils, or the parent/guardian of pupils under 18 years of age, may opt out of the program.~~

~~Emergency Treatment for Anaphylaxis (EC § 49414)~~

~~SB 1266 requires school districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors to school nurses and trained personnel~~ and authorizes

them to use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from a life-threatening severe allergic reaction.

Civility on School Grounds (CC § 1708.9, EC § 32210)

Sample language has been expanded to include the addition of CC 1708.9 by AB 1256 (Bloom). It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds. (This notification was previously titled, "Disruption in a Public School or Public School Meeting.")

Homeless Youth Education

Sample language has been expanded to include the amendments to EC 51225.1 and EC 51225.2 by AB 1806 (Bloom) and rights of unaccompanied youth. The rights of homeless youth now mirrors those of foster youth related to the exemption of graduation requirements and issuance of partial credits.

Pesticide Products (EC §§ 17612 and 48980.3)

Sample language has been amended to include information regarding a school site's integrated management plan.

Pupil Records Obtained from Social Media (EC § 49073.6)

AB 1442 (Gatto) requires a school district, county office of education, or charter school that considers a program to gather or maintain in its records any information obtained from social media to provide notice to parents/guardians of such program.

Sexual Abuse and Sex Trafficking Prevention (EC § 51900.6)

SB 1165 (Mitchell) authorizes school districts to provide sexual abuse and sex trafficking prevention education which includes instruction on the frequency and nature of sexual abuse and sex trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident. An opportunity to opt out of the instruction, and assessments related to the instruction must be provided.

Sexual Abuse and Sexual Assault Awareness and Prevention (EC § 51950)

AB 2016 (Campos) authorizes school districts, county offices of education and charter schools to provide age-appropriate instruction for students in kindergarten through grade 12, in sexual abuse and sexual assault awareness and prevention. An opportunity to opt out of the instruction must be provided.

Uniform Complaint Policy and Procedure (5 CCR § 4622, EC §§ 234.1, 32289, and 49013)

Sample language has been amended to include the right to file a complaint alleging that the LEA failed to comply with LCFF requirements related to the LCAP.

2016-2017 Legislation

Educational Liaison for Foster Children (EC §§ 48204, 48645.5, 48853, and 48853.5, WIC 317 and 16010)

~~AB 224 (Jones-Sawyer) requires State Department of Education in consultation with the California Foster Youth Education Task Force, to develop a standardized notice of the educational rights of foster children, as specified, and to make the notice available to educational liaisons for foster children for dissemination by posting the notice on the Internet Web site.~~

~~Firearms: Gun-Free School Zone (PC 626.9 and 30310)~~

~~SB 707 (Wolk) authorizes persons with a valid license to carry a concealed firearm to be allowed in an area within 1,000 feet of school, but not on school grounds. Reassignment of certain appointed peace officers who may carry on campus is described. Ammunition or reloaded ammunition is allowed on campus but only if in locked container in a locked trunk of vehicle. Peace keepers, military, and armored vehicle guards engaged in job duties are also defined and exempt.~~

~~Foster Youth, Homeless, and Former Juvenile Court Student Exemption from local Graduation Requirements: (EC §§ 48645.5, 48853, 49069, 51225.1, and 51225.2)~~

~~Under AB 2306, a school district shall exempt a pupil in foster care, as defined in Section 51225.2, a pupil who is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, or a former juvenile court school pupil, as defined in Section 51225.2, who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school district that are in addition to the statewide coursework requirements specified in Section 51225.3, unless the school district makes a finding that the pupil is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.~~

~~Under AB 1124 permits the pupil, upon agreement between the county office of education and the pupil or the person holding the right to make educational decisions for the pupil, to take coursework or other requirements adopted by the governing board of the county office of education, and to defer the granting of the diploma until the pupil is released from the juvenile detention facility. Upon the release from a juvenile detention facility of a pupil who is entitled to a diploma, AB 1124 permits the pupil or person holding the right to make educational decisions for the pupil to elect to decline the issuance of the diploma for the purpose of enrolling the pupil in a school operated by a local educational agency or charter school to take additional coursework, as specified. AB 1124 authorizes the filing of a complaint of noncompliance with these provisions to be filed with the local educational agency under the Uniform Complaint Procedures set forth in the California Code of Regulations. AB 1124 requires, if a local educational agency finds merit in a complaint or if the Superintendent of Public Instruction finds merit in an appeal, the local educational agency to provide a remedy to the affected pupil.~~

Foster youth: homeless children or youth: complaint of noncompliance: exemption from local ~~graduation requirements (EC §§ 48853, 49069, and 51225)~~

~~AB 379 (Gordon) allows enforcement of education rights through the Uniform Complaint Procedure (UCP) for foster and homeless youth: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities.~~

~~Children of Military Families and High School Graduation Requirements (AB 365)~~

~~Extends to students from military families rights regarding exemptions from local graduation requirements and acceptance of partial credit which are currently afforded to other groups of highly mobile students.~~

~~Lactation Accommodations (EC § 222)~~

~~AB 302 (Garcia) requires that if there is at least one lactating pupil on school campus, then reasonable accommodations be made to express breast milk, breast feed an infant, or address other needs related to breast-feeding.~~

~~Morgan Hill Concerned Parents Association v. California Department of Education~~

~~United State District Court Decision: Notice of disclosure of student record. The FERPA and IDEA federal laws protect privacy of student records, but permit disclosure to comply with court order. On May 5, 2014, the Court issued a Protective Order that prevents any party from disclosing confidential information acquired in the course of the lawsuit,~~ including student records, to anyone other than the parties, their attorneys and

consultants, and the Court. If a parent or guardian, or student over age 18 should object to ~~school records disclosure for this lawsuit, there is an opportunity to object. The objection is to be completed in writing no later than April 1, 2016, by the person with educational rights over any student with disabilities who requested an assessment or who were assessed for special education eligibility, and children who are attending, or who have attended, a California school at any time since January 1, 2008.~~

~~Pupil Testing: California High School Exit Exam CAHSEE (EC § 60840)~~

~~SB 172 (Liu) suspends the requirement of the CAHSEE as a condition for receiving a diploma in completion of grade 12 for the school years, 2015-16, 2016-17, and 2017-18. This is retro-active to 2003-04 school year, and also requires school districts to grant a diploma to any pupil who completed grade 12 and has met all applicable graduation requirements other than passing the CAHSEE.~~

~~Public Health: Immunizations (HSC §§ 120325, 120335, 120 338, 120365, 120370, and 120375)~~

~~SB 277 (Huff) eliminates personal beliefs exemptions and requires existing specified immunizations to be completed prior to enrollment in school settings. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at TK/K or 7th grade. This does not prohibit a student with an individualized education program from accessing special education and related services required in the student's IEP. This does not apply to students enrolled in a home-based private school or an independent study program with no classroom based instruction.~~

~~Sexual Health Education (EC §§ 51930, 51931, 51932, 51933, 51934, 51935, 51936, 51937, 51938, and 51939)~~

~~AB 329 (Weber) integrates the instruction of comprehensive sexual health education and HIV prevention education. Renames the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act the California Healthy Youth Act. Ensures that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education, as specified. Revises the types of textbooks, instructions, and materials.~~

~~Suspension/Expulsion: Cyber Bullying (EC § 48900 (2) (A))~~

~~AB 881 (Garcia) requires that electronic acts may be means for suspension or recommendation for expulsion from a school with specific definitions of "electronic~~ act" as either the creation or transmission of that communication, as specified.

2017-2018 Legislation

~~Children of Military Families (AB 365)~~

~~Extends to students from military families rights regarding exemptions from local graduation requirements and acceptance of partial credit which are currently afforded to other groups of highly mobile students.~~

~~English Learners: Identification: Notice (AB 81)~~

~~Requires the notice of assessment of a child's English proficiency to include specified additional information, including whether a child is a long-term English learner or is an English learner at risk of becoming a long-term English learner, and would authorize a local educational agency or charter school to send an alternative notice to comply with this requirement, as specified.~~

~~Feminine Hygiene Products: Public School Restrooms (AB 10)~~

~~Requires a public school maintaining any combination of classes from grade 6 to grade 12, inclusive, that meets a 40% pupil poverty threshold specified in federal law to stock 50% of the school's restrooms with feminine hygiene products, as defined. Prohibits a public school from charging for any menstrual products, including feminine hygiene products, provided to pupils.~~

~~Food Donations and Pupil Meals (SB 557)~~

~~Current law generally prohibits food that is unused or returned by the consumer, after being served or sold and in the possession of a consumer, from being offered as food for human consumption. Current law authorizes a container of food that is not potentially hazardous to be transferred from one consumer to another if the food is dispensed so that it is protected from contamination and the container is closed between uses or if the food is in an unopened original package and is maintained in sound condition, and if the food is checked periodically on a regular basis. This bill exempts from this prohibition specified food that food service staff, pupils, and faculty return to a sharing table at a local educational agency, as defined, and that is made available to pupils during the course of a regular school meal time or then donated to a food bank or any other nonprofit charitable organization, as specified.~~

~~High School Exit Exam (AB 830-Amends §§ 8421, 8423, 8484.1, 10805, 33126, 47605, 48070.6, 48800, 48980, 49600, 52052, 52302.8, 52335.12, 60605.6, 60900, 99222, 99223, 99224, and 99225 of, to add Section 51413 to, and to repeal Chapter 9 (commencing with Section 60850) of Part 33 of Division 4 of Title 2 of, the Education Code, to amend Section 11126 of the Government Code, and to amend Section 14530 of the Unemployment Insurance Code, relating to the high school exit examination.~~

~~Eliminates the high school exit examination and removes it as a condition of receiving~~ a diploma of graduation or a condition of graduation from high school.

~~Human Trafficking Prevention Education and Training Act (AB 1227)~~

~~The California Healthy Youth Act requires school districts to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education, as specified. Under the act, this instruction includes, among other things, information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking. Requires that instruction to additionally include information about sexual abuse and to include information about human trafficking instead of sex trafficking.~~

~~Opportunity Youth Reengagement Month (ACR 102)~~

~~Recognizes the month of August 2017 as Opportunity Youth Reengagement Month, and state the intent of the Legislature to encourage the expansion of schools authorized to specifically reengage "opportunity youth" 16 to 24 years of age by developing recommendations for a statewide student reengagement strategy and identifying the cost of the strategy compared to the cost of inaction; authorizing systems for accountability to students, parents, and families through transparency, active engagement, and outreach strategies; and highlighting, promoting, and uplifting evidence-based practices for successful student reengagement efforts that maintain multiple measures for evaluation of student success.~~

~~Possession of a Firearm in a School Zone (AB 424)~~

~~Deletes the authority of a school district superintendent, his or her designee, or equivalent school authority to provide written permission for a person to possess a firearm within a school zone. By expanding the scope of a crime, the bill creates a state-mandated local program. The bill exempts from that crime the activities of a program involving shooting sports or activities that are sanctioned by a school, school district, college, university, or other governing body of the institution, as specified, and the activities of a certified hunter education program, as specified. The bill makes other conforming changes to related provisions.~~

~~Pupil Admissions, Suspensions, and Expulsions (AB 1360) Amends EC 47605~~

~~Expands the procedures that must be included in a charter school petition related to when~~ pupils may be suspended, expelled or involuntarily removed from the charter school, ~~authorizes additional charter school admissions preferences, and requires charter schools to notify parents that parental involvement is not a requirement for acceptance or continued enrollment at the charter school.~~

~~Pupil Discipline: Suspension: Informal Conference (AB 667)~~

~~Current law requires a suspension by the principal, the principal's designee, or the district superintendent of schools to be preceded by an informal conference conducted by the principal, the principal's designee, or the district superintendent of schools between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal's designee, or the district superintendent of schools. Current law requires a pupil, at the conference, to be informed of the reason for the disciplinary action and the evidence against him or her, and given the opportunity to present his or her version and evidence in his or her defense. This bill requires a pupil, at the conference, to also be informed of the other means of correction that were attempted before the suspension.~~

~~Pupil Instruction: Abusive Relationships (AB 643)~~

~~Current law, the California Healthy Youth Act, requires school districts to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education, as specified. Requires the information included in grades 7–12 instruction about adolescent relationship abuse and intimate partner violence to also include the early warning signs thereof~~.

~~Pupil Meals: Child Hunger Prevention and Fair Treatment Act of 2017 (SB 250)~~

~~Enacts the Child Hunger Prevention and Fair Treatment Act of 2017 that requires certain local educational agencies, as defined, that provide school meals through the federal National School Lunch Program or the federal School Breakfast Program to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under that local educational agency's policy.~~

~~Pupil Nutrition: Food and Beverages: Advertising: Corporate Incentive Programs (AB 841)~~

~~Prohibits, except as provided, a school, school district, or charter school from advertising food or beverages during the school day, as provided, and from participating in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with specified nutritional standards when the pupils reach certain academic goals. The bill provides that it is the intent of the Legislature that the governing board or body of a school district and a charter school annually review their compliance with these provisions.~~

~~Social Security Numbers (EC §§ 49076.7 and 56601)~~

~~Prohibits a local educational agency from collecting or soliciting social security numbers or the last four digits of social security numbers from students or their parents.~~

~~Suicide Prevention Policies (EC § 215)~~

~~Requires local educational agencies (LEAs) that serve students in grades 7 to 12 to adopt policies on the prevention of student suicides and also require the California Department of Education (CDE) to develop and maintain a model suicide prevention policy. (Once policy is created, provide copy of policy to parents and guardians.)~~

INSTRUCTION

SUBJECT: Independent Study INSERT NEW BOARD POLICY

~~The County Office of Education authorizes independent study as an optional alternative instructional strategy for students, including adult education students, whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full- time classroom study.~~

~~(cf. 6143 - Courses of Study)~~
~~(cf. 6146.1 - High School Graduation Requirements)~~

~~The County Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the County Office of Education's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.~~

~~The minimum period of time for any independent study option shall be five school days.~~

~~The County Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)~~

~~The County Board of Education and County Superintendent recognize that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified, in order to help identify students falling behind in their work or in danger of failing or dropping out of school.~~

~~To foster each participating student's success in independent study, the County Office of Education establishes the following maximum lengths of time which may elapse between the date an assignment is made and the date by which the student must complete the assigned work:~~

~~1. For students in grades K-3: 2 weeks~~

~~2. For students in grades 4-8: 4 weeks~~

~~3. For students in grades 9-12, continuation or adult education: 6 weeks~~

~~When circumstances justify a longer time, the County Superintendent or designee may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.~~

~~Supervising teachers should carefully set the duration of independent study assignments, within the limits specified above, and establish an appropriate schedule for student-teacher conferences~~

~~in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet with each participating student at least once a week to discuss the student's progress.~~

~~(cf. 5147 - Dropout Prevention)~~

~~When any participating student fails to complete three consecutive independent study assignments in a period of 15 school days, or misses two appointments with his/her supervising teacher without valid reasons, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's permanent record.~~

~~Home-Based Independent Study~~

~~The County Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to enroll their children in independent study. Such enrollment allows continued contact and cooperation between the school system and the home-based student.~~

~~Legal Reference:~~
~~EDUCATION CODE~~
~~17289 Exemption for facilities~~
~~42238 Revenue limits~~
~~44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment~~
~~46300-46300.6 Methods of computing ADA~~
~~47612.5 Independent study in charter schools~~
~~48204 Residency based on parent employment~~
~~48206.3 Home or hospital instruction; students with temporary disabilities~~
~~48220 Classes of children exempted~~
~~48340 Improvement of pupil attendance~~
~~48915 Expulsion; particular circumstances~~
~~48916.1 Educational program requirements for expelled students~~
~~48917 Suspension of expulsion order~~
~~51225.3 Requirements for high school graduation~~
~~51745-51749.3 Independent study programs~~
~~56026 Individuals with exceptional needs~~
~~FAMILY CODE~~
~~6550 Authorization~~ affidavits
CODE OF REGULATIONS, TITLE 5
11700-11703 Independent study
COURT DECISIONS
Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources:
CDE PUBLICATIONS
Independent Study Operations Manual, 2000 edition
WEB SITES
California Consortium for Independent Study: http://www.ccis.org
California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is

Division of Student Programs and Services
Alternative Education

Independent Study Agreement

Student Name: _____ Gender: ❑ M ❑ F Grade Level: _____ Age: _____

Address: _____ Date of Birth: _____

City: _____ Zip Code: _____ Phone Number: _____ Cell Phone Number: _____

School of Enrollment/Program Placement: _____

SEMESTER AGREEMENT:

Beginning Date: _____ Ending Date: _____

REPORTING:
Students are required to report to their teacher(s) as scheduled. Manner of Reporting: Meet with each instructor

Time: _____ Day: _____ Frequency: _____ Place: _____

OBJECTIVES, METHODS OF STUDY, METHODS OF EVALUATION, AND RESOURCES:
The student is to complete the courses listed below. Course objectives reflect the curriculum adopted by the district's governing board and are consistent with the standards outlined in the RCOE Course of Study. The specific objectives, methods of study and evaluation, and resources for each assignment covered by the agreement will be described in the course syllabus and assignment contracts which are part of this agreement.

Courses Enrolled	Credits Attempted	Credits Earned	Grade

Courses Enrolled	Credits Attempted	Credits Earned	Grade

Courses Enrolled	Credits Attempted	Credits Earned	Grade

Classes may be added, dropped, or changed according to the academic progress and needs of the student. Changes require the signature and date of the teacher, parent, and student.

ASSIGNMENTS:
When the superintendent or his designee agree, in the event of an emergency or other contingency that prevents a student from keeping his regularly scheduled appointment, the assigned work due on that appointment will be due on the following regularly scheduled appointment in addition to the work that will be assigned for the intervening school days from the missed appointment to the next appointment.

VOLUNTARY STATEMENT:
Independent Study is an optional educational alternative that students voluntarily select, including expelled students (Education Code Section 48915) and/or students whose expulsion has been suspended (Education Code Section 48917). All students who choose independent study must have the continuing option of returning to the classroom.

According to District policy, the maximum time allowed between the assignment and the date the assignment is due is: grade K-3, 2 weeks; grade 4-8, 4 weeks; grade 9-12, 6 weeks unless a prior exception is made in accordance with District policy, and after 3 missed assignments/appointments for this agreement, an evaluation will be made to determine whether Independent Study is an appropriate strategy for this student.

EQUITABLE PROVISION OF RESOURCES AND SERVICES:
The Independent Study option is to be substantially equivalent in quality and quantity to classroom instruction, and students who choose to engage in Independent Study are to have equality of rights and privileges with students in the regular school program.

SIGNATURES AND DATES:
I have read and understand the terms of this agreement, and agree to all the provisions set forth.

Student: _____ Date: _____

Parent/Guardian/Caregiver: _____ Date: _____

Supervising Teacher: _____ Date: _____

Other Assisting Teachers: _____ Date: _____

Change in Course Enrollment: ❑ Teacher: _____ ❑ Student: _____ ❑ Parent: _____

FORM NO. 5706P-E (Revised 07/12) **DISTRIBUTION:** White Copy - Student File Yellow Copy - Parent

CBK MULTI-TIERED SYSTEM OF SUPPORT FOR STUDENTS

Mission Statement

~~Come Back Kids~~ CBK Charter is committed to improving socio-emotional, attendance, and academic student growth by providing a forum for professional collaborations between involved stakeholders.

Goal of MTSS

The goal of Multi-Tiered Systems of Supports is to provide students with socio-emotional, attendance, and academic intervention on a structured schedule. When a student is brought forth as an intervention candidate, the intervention plan will result in setting measurable benchmarks for growth. As these interventions are reviewed for efficacy, our available resources, interventions, and universal supports will be refined.

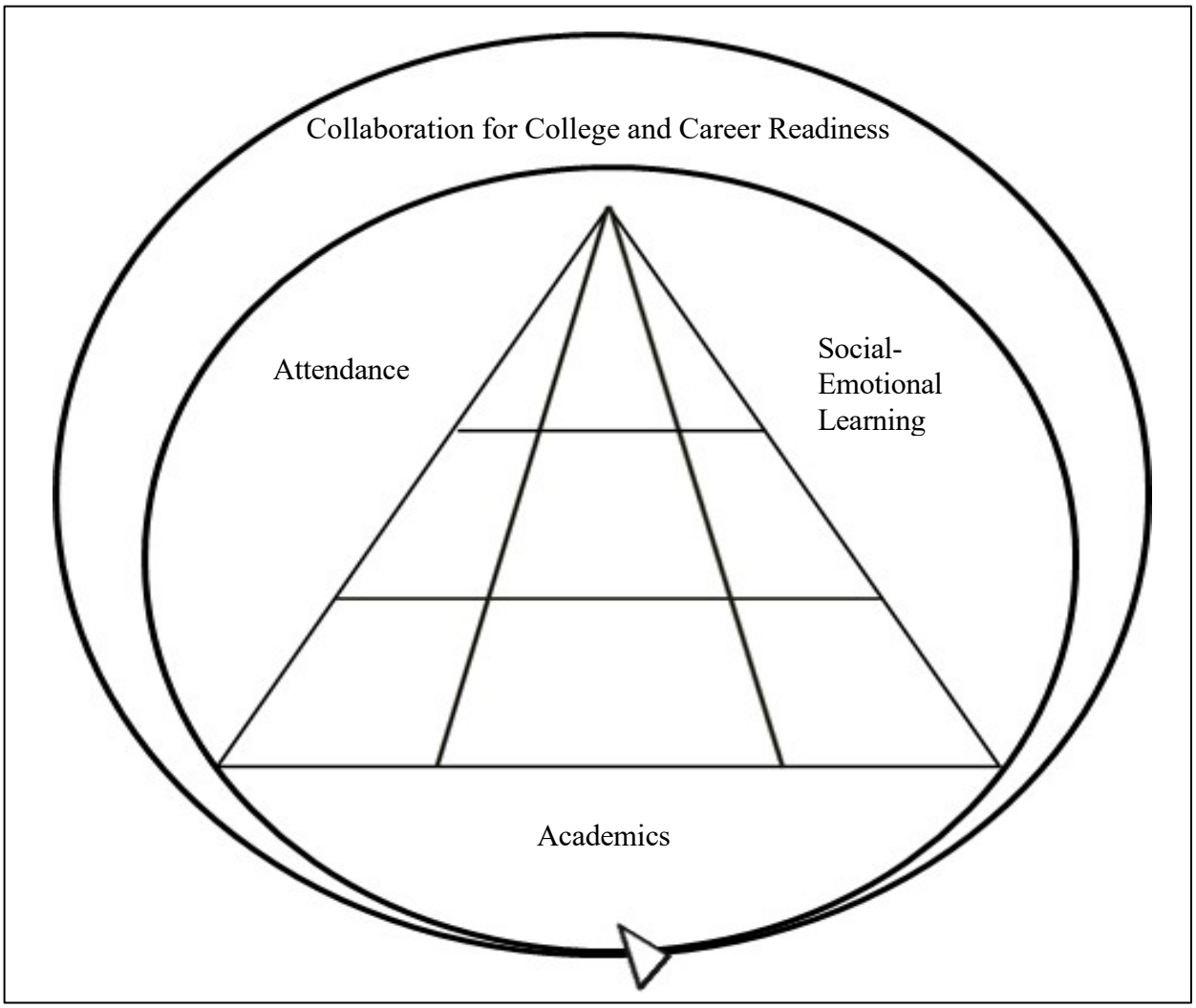
Key Terms for MTSS

MTSS (Multi-Tiered Systems of Support) – This is a model in which stakeholders from different backgrounds discuss identified needs for student supports and create an intervention plan based on the outcome of the discussion. Through a defined system of re-evaluating the MTSS process, the outcome of MTSS is constantly improving supports.
Tiers – There are three intervention tiers to MTSS.
Tier 1: (Universal supports available to all students)
Tier 1 are preventative and proactive supports that are regularly used and consistently applied to all students.
Tier 2: (Targeted supports)
Tier 2 supports are additional short-term interventions with moderate intensity. These students are deemed to be at-risk of needing intensive individual supports.
Tier 3: (Intensive individual supports)
Tier 3 interventions are additional high-intensity interventions with longer durations for students demonstrating chronic issues that have not been adequately met with lower-tier supports.

MTSS Protocol

Who: MTSS collaborations may include, but is not limited to, certificated, classified, administrative, and agency partners who are active stakeholders in student achievement.
What: Candidates will be recommended for collaborative discussion or intervention review based on stakeholder recommendation and/or automatic data triggers.
Site principal/designee will serve as the facilitator of these meetings.
The outcome of the collaborations will be an intervention plan with a set review date where benchmark data will be provided and analyzed. Time must be allotted in each of the collaborations to review open intervention plans.
When: MTSS collaborations are to be held the entire duration of one monthly PLC.
Where: These will be conducted in three zones. The three zones will be Riverside, mid-county, and the desert.
How: [See Diagram]

Multi-Tiered Systems of Support Framework



Roles

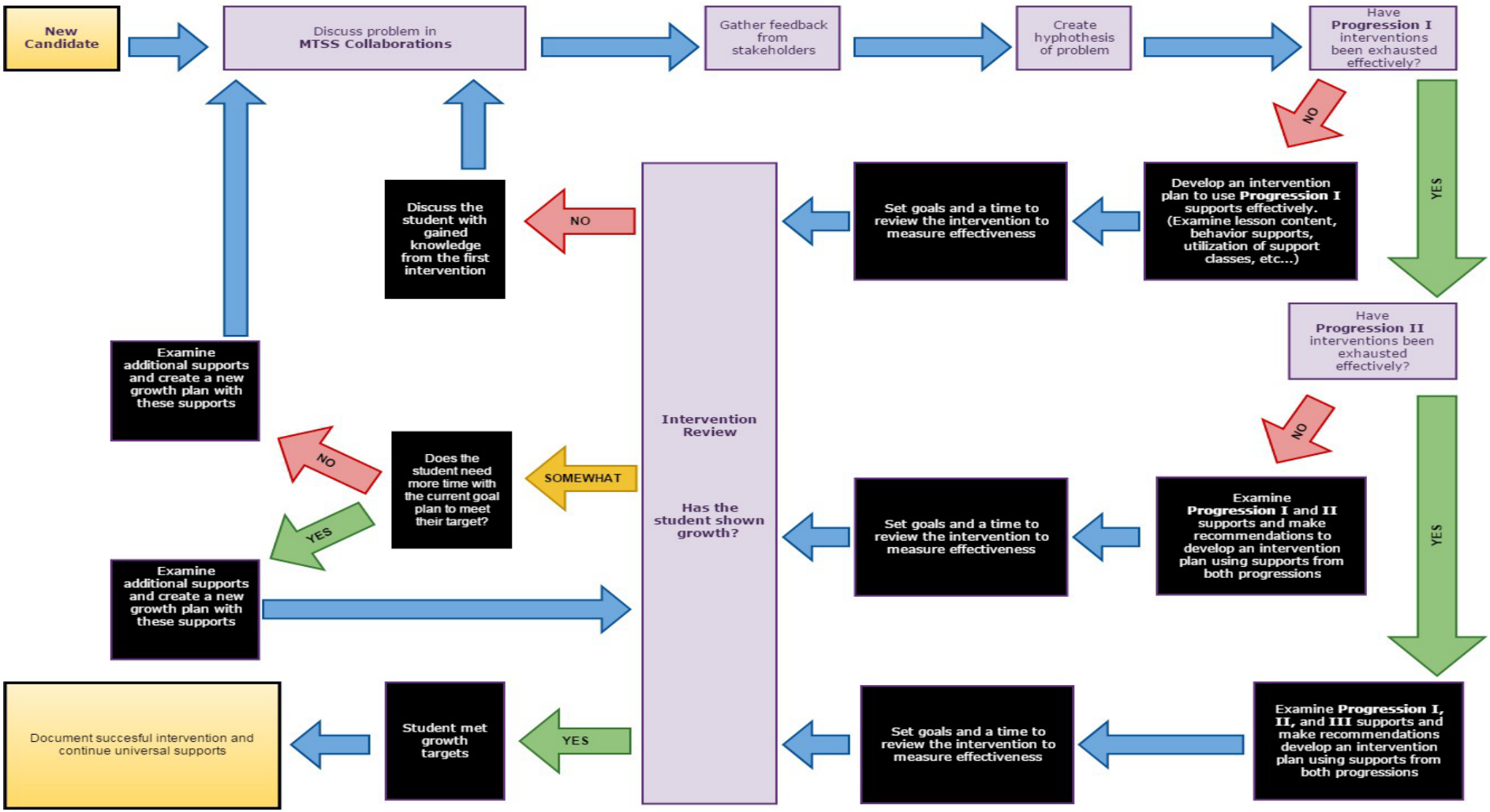
Facilitator:
The role of the facilitator is to make sure that the collaborations take place in a well-organized manner. The facilitator will keep meetings moving at a pace that allows for equity in discussing intervention cases. They will stay impartial and contribute to the meeting by adding personal insight as a stakeholder and by asking guiding questions. The facilitator will also contribute examples of classroom interventions to examine practices that have been used while furthering discussions. The facilitator will assist in the development of set goals and aid the team in making sure that lower-tiered supports are utilized properly before escalating to higher-tiered supports.

Recorder:
The recorder takes notes about what is discussed throughout the meeting. These notes are filed with the intervention manager. The role of recorder is assigned by the facilitator to one of the stakeholders in the room.
Intervention Manager:

The intervention manager will fill out the intervention plan, enter the information in the student information system, and prepare data when interventions are ready for review. This role is assigned at the time of developing an intervention plan by the facilitator. The intervention manager will also discuss the intervention plan with the student.
Stakeholders:

The stakeholders are all present staff members and agency partners who participate in MTSS collaborations. This will consist of certificated, classified, agency partners, and administrative personnel. Everyone is encouraged to discuss best practices and experiences that may be pertinent to whichever case is being examined for goal setting.

MTSS Flowchart



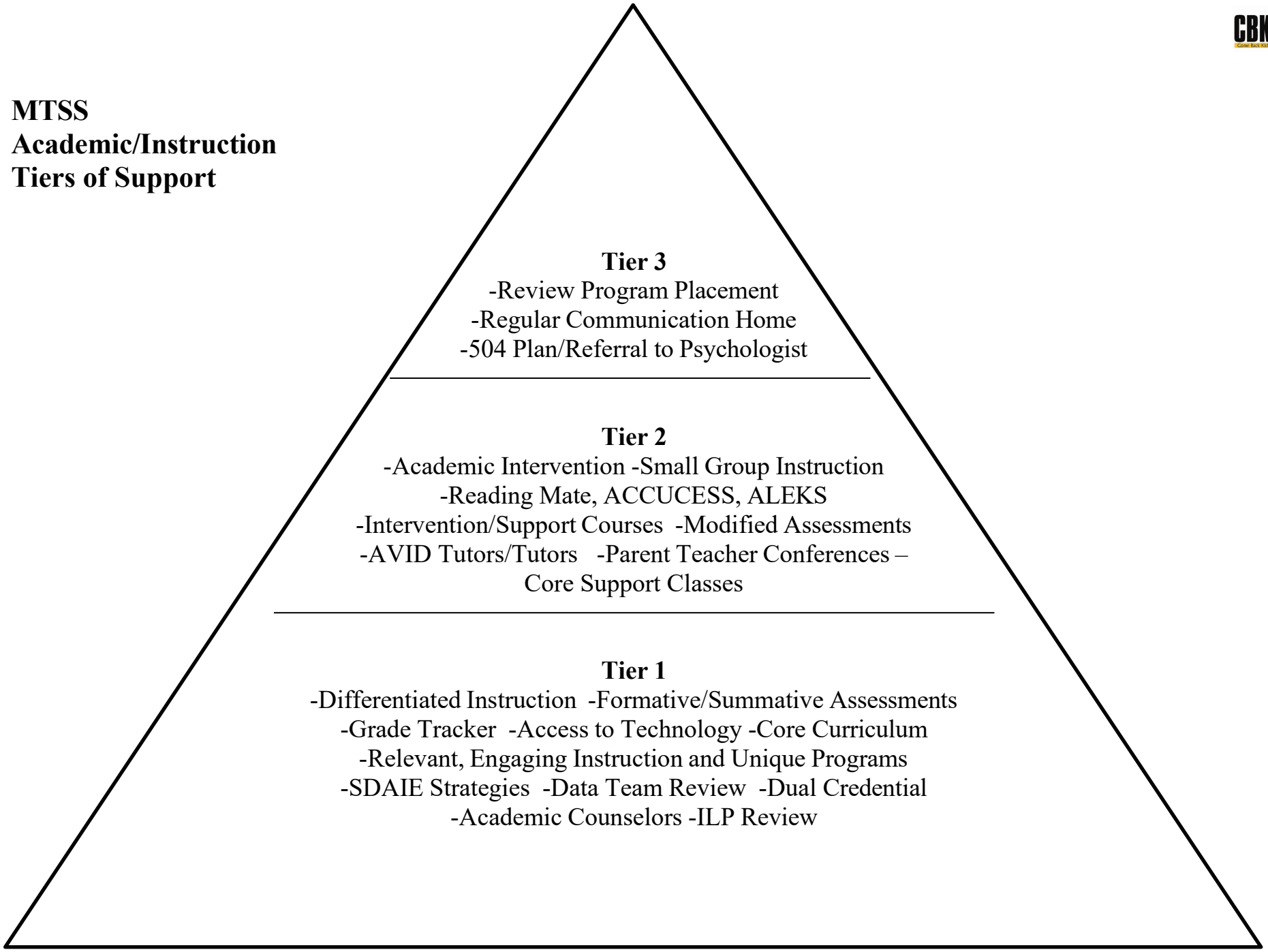
MTSS
Attendance Intervention
Tiers of Support

Tier 3
-Parent/Principal Meeting
-Home Visit & Drop letter
-Formal Probation
-Agency Coordination
-Involve District of Residence
-Change of Program/Site

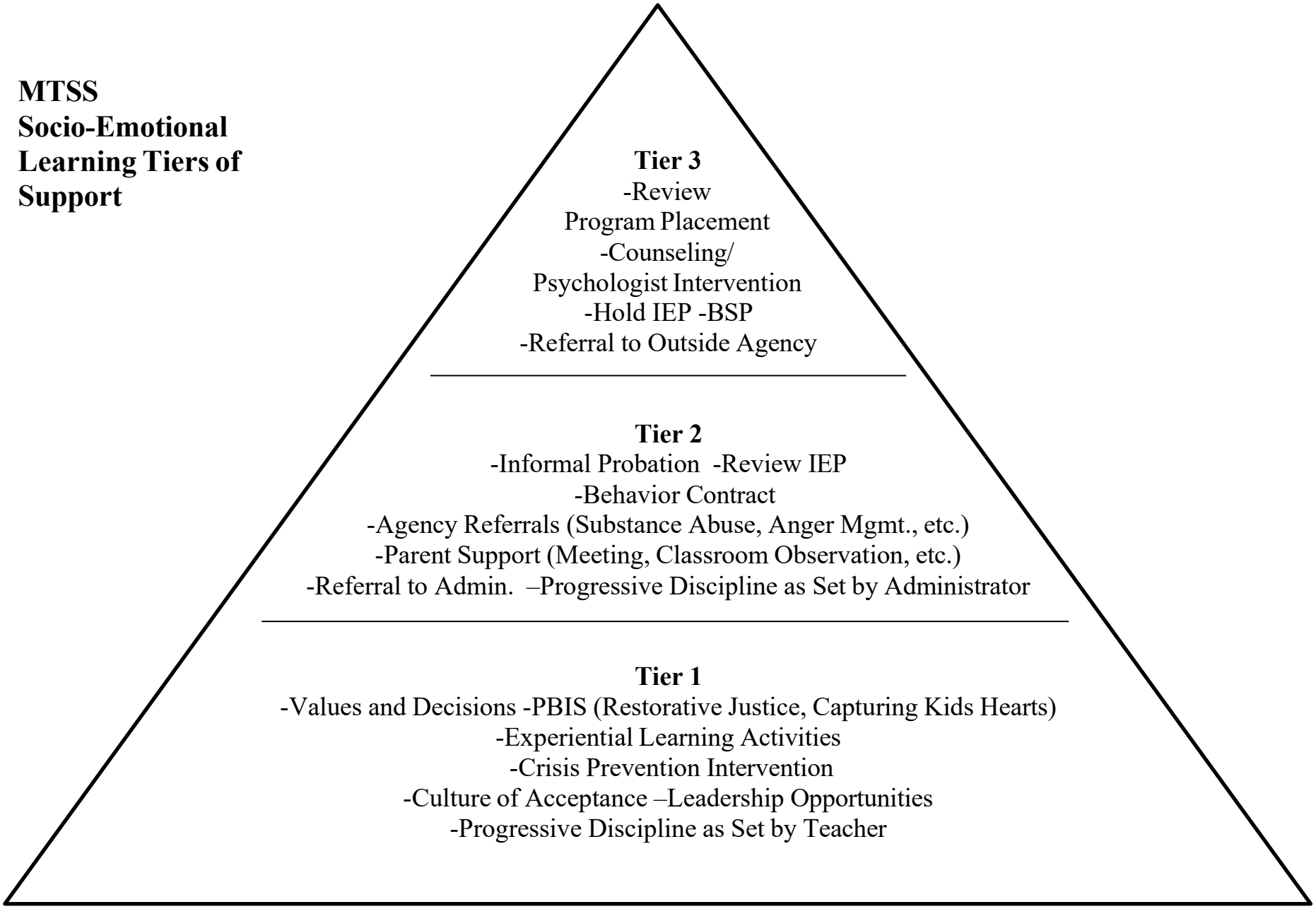
Tier 2
-Get focused Stay focused –Child care –Bus Passes
-Tutoring –Missed Appointment letters
-Targeted Communication Via Phone Call
-IEP Amendment -Informal Probation Contact (YAT)
-Refer to Community Resources
-Counseling Referral –Teacher/Parent Conference

Tier 1
-Teacher Calls Home on Absences -Values and Decision
-PBIS -Student Leadership Opportunities –Credit Recovery
-Experiential Learning Opportunities –Remind –Personalized Learning Environment
-Welcoming School Environment -ILP Review
-Personalized and Relevant Curriculum –Tech Ninjas –Student Leadership

MTSS
Academic/Instruction
Tiers of Support



MTSS
Socio-Emotional
Learning Tiers of
Support



MTSS Record of Intervention

Student ID: Text Last Name: Text First Name: Text
Referred by: Click here to enter text. Intervention Manager: Text Recorder: Text Date: Date
Hypothesis of Concern: Text

What current interventions have been done for this student?

Attendance:

☐ IA called home on absences ☐ Community room, field trips, sports ☐ Positive classroom environment/monitoring and awareness
☐ Welcoming school environment ☐ ILP review ☐ Relevant instruction and unique programs ☐ Home visit ☒ Absence letters (A2A) ☐ SART
☐ IEP amendment ☐ Informal probation (YAT) ☐ Refer to community resources ☐ SARB ☐ Parent Meeting ☐ Other: Text

Academic:

☐ Differentiated instruction ☐ Formative/summative assessments ☐ Double block courses (core/support) ☐ Access to technology
☐ Core curriculum ☐ Relevant instruction and unique programs ☐ SDAIE strategies ☐ Data team review ☐ Academic counseling
☐ Increased learning time ☐ ILP review ☐ Awards/incentives ☐ Small group instruction ☐ Parent/Teacher conferences ☐ English 3D
☐ ALEKS ☐ Adapted text ☐ SES tutoring ☐ Modified assessments ☐ Review program placement ☐ Regular communication home
☐ Intensive one-on-one tutoring ☐ 504 plan ☐ Referral to Psychologist ☐ Other: Text

Social-Emotional:

☐ PBIS/Restorative Justice/Capturing Kids Hearts ☐ Experiential learning activities ☐ Assemblies/incentives ☐ Crisis prevention intervention
☐ Culture of acceptance ☐ PELI ☐ Progressive discipline as set by teacher ☐ Security/SRO/PO intervention ☐ Review IEP
☐ Temporary change of environment ☐ Behavior contract ☐ Student success placement ☐ Agency referrals
☐ Parent intervention (meeting/classroom observation/etc.) ☐ Referral to office ☐ Progressive discipline as set by administrator ☐ Counseling (Type)
☐ Psychologist intervention ☐ Behavior support plan ☐ Referral to outside agency ☐ Other: Text

Collaborative notes: Text

Establish Goals:

Goal: Text
Actions: Text
Stakeholder(s): Text

Goal: Text
Actions: Text
Stakeholder(s): Text

Review Date: Date
Outcome? ☐ Met ☐ Partially met ☐ Not met

Intervention Conclusion:

☐ Noting successful intervention on Date
☐ Modifying intervention plan
Outcome notes: Text

APPENDIX C

~~Come Back Kids~~ CBK Charter Student
Individual Learning Plan (ILP)

The purpose of this plan is to allow our students, parents and educators to analyze each student's current academic skill level and develop a plan tailored to reach individual post-secondary goals.

Student Information School Year:_____

Name of Student: _____ Date: _____

Email Address: _____ Phone Number: _____

Date of Birth: _____ Age: _____Grade: _____ # of Credits at time of enrollment: _____

Accucess Reading G.E.: S1_____S2_____ Accucess Math G.E.: S1_____S2_____

Primary Support Person Contact Info:

Name: _____Email Address: _____Phone Number: _____

Academic Interventions
☐ Reading Mate ☐ Success 101 ☐ Accucess Reading ☐ Accucess Math

☐ Wednesday Intervention Workshop ☐ Tutoring ☐ Aleks

Co-Curricular Activities
☐ Tech Ninja ☐ Vocademy ☐ Student Leadership

Plan to Complete High School
☐ Diploma ☐ Hi-SET ☐ CHSPE ☐ Other: _____

☐ Post Transitional Activities ☐ CTE ☐ Certifications ☐ College Visits

☐ College Courses ☐ Articulated Courses ☐ College Application

☐ FAFSA Date Completed: _____ ☐ Accuplacer ☐ College Orientation

Course of Study- *Fall* *Spring*

Subject	Subject

**Please note Science courses require labs*

Post-Secondary Goals
☐Attend Community College ☐Attend Community College, Transfer to 4yr University

☐Enroll in Technical/Specialty College:_____☐Join the Military

☐Apprenticeship Program for:_____☐CTE Certificate program:_____☐Enter Workforce, Career Interest:_____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Teacher Signature: _____Date: _____

Reviewed ILP/Graduation Status with student:

Reviewed By:_____ Date: _____Student Initials:_____

Reviewed By:_____ Date: _____Student Initials:_____

APPENDIX D

SCHOOL CLOSURE SAMPLE PROCEDURAL CHECKLIST

ITEM	DESCRIPTION	RESPONSIBLE PARTY	COMPLETION DATE	VERFICIATION
Invoking Closure Procedures				
1	In the case of revocation or non-renewal, the RCOE shall notify CBK in writing that the closure procedures have been invoked. In the care of voluntary surrender, CBK shall notify the RCOE in writing that the closure procedures have been invoked.			
Immediate Actions				
2	CBK shall immediately notify the RCOE of the location of all student and business records. Following that notification, no student or business records shall be disposed of, moved, or duplicated without the express written consent of the RCOE, except that student records may be copied for students' families or transferred to other schools, provided a notation is kept of the records copied or transferred.			
3	CBK and the RCOE shall each immediately identify an individual who will serve as the single point of contact for the entity regarding the school's close out activities.			
4	The RCOE shall immediately notify CBK in writing whether, on behalf of the State Superintendent of Public Instruction, it is taking over immediate and direct control of all the school's student and business records.			
Students and Families				
5	CBK shall notify the family of each student enrolled of the school's closure. Unless the RCOE otherwise directs, the notification shall be immediate in the case of a revocation (that takes immediate effect) or shall occur within 14 days of the invocation of the closure procedures in the case of closure at the end of current academic year.			
6	CBK shall continue instruction until the end of the current academic year (unless a revocation takes immediate effect). CBK shall publicly announce cancellation of all future classes.			
7	If CBK continues instruction to the end of the current academic year, report cards shall be issued within seven days of the end of classes.			
8	CBK shall notify surrounding school districts and the county office of education within 14 days of the school's forthcoming closure (or immediate closure if a revocation takes immediate effect).			
	CBK shall provide information to students and families regarding			

9	alternative public school placements within 30 days of the announcement of the school's forthcoming closure, or immediately in the case of a revocation that takes immediate effect.			
10	CBK shall offer to provide a copy of each student's cumulative file upon request of the student's family. The school shall provide the copy within seven days of a request being received, ensuring that the documents are given to the family member identified as having legal custody or guardianship of the student.			
11	CBK shall comply within seven days to requests for the transfer of students' cumulative files to other public or private schools in which the students enroll.			
12	CBK shall respond within seven days to inquiries from students and their families and from the media regarding the school's closure, the disposition of student and business records, and the alternative placement available to the students.			
13	CBK shall provide the RCOE within 14 days with a list of students (names, addresses and phone numbers) in each grade level and the classes they have completed. Identify each student's district or residence, and a notation of where the student's records have been transferred.			
14	CBK, if an LEA in a SELPA, shall notify the SELPA within 14 days of the closure, complete all documentation necessary for special education students and transfer copies of the student's records to the SELPA.			
15	The RCOE shall respond promptly to inquiries from students and their families and from the media as necessary.			
Student and Business Records				
16	Once the closure procedures have been invoked, no student or business records shall be disposed of, moved, or duplicated without the express written consent of the RCOE, except for the duplication or transfer of student cumulative files as noted.			
17	At the point CBK is dissolved, the student and business records shall come under the exclusive control of the RCOE which shall distribute, maintain, or dispose of the records as it determines appropriate.			
18	CBK shall terminate all present leases, service agreements and other contracts not necessary for the close out of the school. Leases, service agreements, and contracts should be terminated in a cost effective manner in order to			

	minimize expenses.			
19	CBK shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate. Submit a final expenditure report for all grants within 14 days. Federal grants must be closed out, including the filing of the required Final Expenditure Reports and Final Performance Reports. Federal Forms 269 and 269a may apply if the school was receiving funds directly from the U.S. Department of Education.			
20	Close all financial records of the school as of revocation or closure date.			
	Faculty and Staff			
21	CBK shall immediately notify its faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after the school closes.			
22	CBK will provide assistance to its faculty and staff in searching for and securing other employment.			
23	CBK shall provide the RCOE within 14 days with a description of current and projected payroll and payroll benefits commitments through closure, including a list of each employee, and their job duties, and a projection of the funds necessary to: (1) transition the students and records; (2) complete all administrative closure related tasks; and, (3) complete contracts and grants.			
24	CBK shall provide RCOE within 14 days with notice of any outstanding payments to staff and the method by which the school will make the payments.			
25	CBK will within 14 days contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the county office of education and follow their procedures for dissolving contracts and reporting. Copy the RCOE on all correspondence.			
	Assets and Liabilities			
26	CBK shall notify all funding sources (including charitable partners) of the school's closure within 14 days.			
27	CBK shall immediately notify all contractors (such as charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of the school's closure.			
28	If CBK has any agreements with organizations representing employees, CBK shall notify the organizations of			

	the school's closure as may be specified in the agreements.			
29	CBK shall notify the RCOE within 14 days of all pending litigation to which the school is a party. CBK shall immediately notify the RCOE if litigation is filed thereafter up to the point that the school is formally dissolved.			
30	CBK, within 30 days, shall prepare and deliver to the RCOE a comprehensive list of creditors and debtors.			
31	CBK, within 30 days, shall prepare and deliver to the RCOE a comprehensive inventory of all assets.			
32	CBK, within 30 days shall prepare and deliver to the RCOE a plan for the proposed disposal of all property owned by the school (and acquired with public funds) in order to maximize revenue in accordance with law, payment of any and all liabilities and the disbursement of any remaining assets of the school, liquidation of assets to pay off any and all outstanding liabilities, bearing in mind that assets paid for by state funds may be transferred in accordance with the nonprofit corporation's bylaws to another public agency such as another charter school. Assets donated to the school may be returned to donors or disposed of in accordance with donor's wishes. Net assets, (after the payment of outstanding liabilities), if any, may be transferred to another public agency such as another charter school.			
33	CBK shall arrange for preliminary (if necessary) and final closure audits to be paid for from the special reserve or bond revenue. The auditor engaged to perform audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office and shall be approved by the RCOE. The audit(s) at a minimum shall determine the disposition of all assets and liabilities of CBK and shall verify the school's comprehensive list of creditors and debtors, and the amounts owed or owing as well as verify the school's comprehensive list of all assets by source, noting any restrictions on each asset's use.			
34	Based on the audit findings, and with the approval of the RCOE, CBK shall expend any identified assets to liquidate any identified liabilities.			
Dissolution of the School (Corporate) Entity				
35	Following the resolution of all outstanding assets and liabilities, CBK shall be dissolved.			

~~APPENDIX E~~

~~MEMORANDUM OF UNDERSTANDING~~
~~BETWEEN~~
~~THE RIVERSIDE COUNTY OFFICE OF EDUCATION~~
~~AND~~
~~CBK CHARTER~~
~~COME BACK KIDS©~~

~~This Agreement (or "Memorandum of Understanding" or "MOU") is executed by and between the Riverside County Office of Education (RCOE) and the CBK Charter Come Back Kids.~~

~~RECITALS~~

A. ~~With the approval of the CBK© charter petition, Riverside County Board of Education becomes the authorizing agency for the charter school, and the Riverside County Office of Education (RCOE) becomes the sponsoring LEA of the Charter School with oversight responsibility for the School. This MOU is intended to outline the parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationship, and other matters of mutual interest not otherwise addressed or resolved in the terms of the School's charter.~~
B. ~~CBK Charter Come Back Kids© functioning as a locally funded (dependent) Charter School of the Riverside County Office of Education, shall adhere to the provisions and commitments of the charter petition approved by the Riverside County Board of Education.~~
C. ~~Written modification of this Agreement may be made by mutual agreement as set forth below.~~

~~AGREEMENTS~~

~~I. TERM AND RENEWAL~~

A. ~~This Agreement shall commence on the date upon which it is fully executed by both parties and shall run concurrently with the charter term.~~
B. ~~Any modification of the Agreement must be in writing and executed by duly authorized representatives of both parties specifically indicating the intent of the parties to modify this MOU.~~
C. ~~The duly authorized representative of the Charter School is the Riverside County Superintendent of Schools, or designee.~~
D. ~~The duly authorized representatives of RCOE are the Riverside County Deputy Superintendent of Schools, Riverside County Assistant Superintendent of Schools, or designee.~~
E. ~~This MOU will continue in effect until mutually modified in writing except that the MOU shall terminate upon the expiration, rescission, or revocation of the Charter. Amendments to the Agreement may be made upon written agreement of both Parties.~~
F. ~~To the extent that this Agreement is inconsistent with any of the terms of the Charter, the Charter shall supersede the terms of this MOU, and both Parties shall meet to amend the Agreement to achieve consistency.~~

II. SERVICE PROVISION

A. The CBK© shall contract with the Riverside County Office of Education for the listed services in exchange for annual fee commensurate with the published state-approved indirect cost rate.

ADMINISTRATIVE BUSINESS SERVICES	
Unit / Function	***Description of Services / Functions***
Fiscal Services	• Budgeting, Fiscal Monitoring, and Fiscal Reporting • Business Services Oversight • Accounts Payable/Accounts Receivable Services • Payroll Services
External Financial Audit	• Coordination of services for the yearly financial audit including the resolution of the audit exceptions and deficiencies and the disseminations of the report to the public.
Property/Liability Coverage	• Coverage of insurance for property/liability
Contracts and Purchasing	• Processing contracts, purchase orders, blanket agreements, and asset management.
Mail Services	• Processing first class mail, priority mail, and mail distribution, and forms.
Office Supplies	• Processing office supply orders.
Records Management	• Technical assistance, scanning and retrieving documents in the digital system, and record storage.
Warehouse	• Delivery of items purchased via purchase orders. • Delivery of supplies from mail room to school site. • Assembly of equipment.
Maintenance	• Routine maintenance of RCOE owned facilities, coordination of services, non-RCOE buildings.
Fleet	• Daily assignment of pool vehicles and vehicle monitoring/tracking.
Safety and Emergency Preparedness	• Safety and Emergency Preparedness training and supplies.
Facility Services	• Assistance with site acquisition, building construction oversight, site expansion, and report to OPSC.
INFORMATION TECHNOLOGY SERVICES (ITS)	
Data Processing and Network Services	• Data processing and network services administration.
Technology Support	• Management of software systems, other hardware (parts), and site licensing.
Network Services	• Monitoring of web filters, spam filters, and network access devices.
Computer Operations	• Monitoring of hardware and other equipment utilized for the output.
Database Administration	• Database monitoring for all computer-related systems.
Telecommunications	• PBX hardware/software, monitoring telephone system, data lines, and video conferencing configurations.
Data Archiving	• Back-up systems and off-site storage for all RCOE system data.
Systems Development and Support	• Development of Galaxy software and Actuate report.
Service and Support	• Service Desk Support for Onesource and Galaxy users.
Network Technology and	• Monitor and maintain computer replacement program.

Replacement	
Deployment and Training	• Deployment and training in software applications, assistance with forms/templates.
Quality Assurance	• Review software before released for use.
Planning and Customer Relations	• Maintain technology plan, E-rate Filing, and Ad Hoc project requests.
Staff Development	• In-house technology development.
PERSONNEL SERVICES (PS)	
Certificated/Classified Personnel	• Certificated and classified recruitments, orientation, PERS/STRS coverage, and trainings.
Credentialing	• Credentialing requirements for certificated employees.
Risk Management	• Health and Welfare benefits, Worker's Compensation, and Safety trainings.
DIGITAL PRODUCTION SERVICES	
Digital Production Services	• Reproduction of CDs and DVDs – supplies not included.
Web Master Services	• Web hosting, mailing lists, and Webcast list setup.

B. The following services will be provided by RCOE, Alternative Education Services:

ALTERNATIVE EDUCATION UNIT	
Unit / Function	***Description of Services / Functions***
Student Attendance and Reporting	• Training and support with CBEDS, CALPADS, and attendance reporting. • Training and technical assistance with student information system.
Student Registration	• Student enrollment, registration, placement, testing.
Assessment and Accountability	• Coordination of state-mandated testing (e.g. CAHSEE, CST's, CELDT)
Staff Development	• Training in curriculum, instruction and classroom management strategies, instructional technology, and other related topics. • Training in areas related to Special Education.
Clerical Support	• Clerical support in submission of purchase requests, work orders, telephone service requests, payroll, typing, filing, and other related duties.

C. Additional services may be contracted by the CBK© from the RCOE and its Divisions pursuant to a separate written MOU between the School and the Division or Unit.

III. RCOE OVERSIGHT/SERVICES

A. In accordance with Education Code Section 47613, the RCOE may charge for the actual costs of supervisorial oversight not to exceed one percent of the revenue of the Charter.

B. "Revenue" is defined in accordance with Education Code Section 47613(f) as the general purpose entitlement and categorical block grant, as defined in Education Code Section 47632, subdivisions (a) and (b). The invoice for actual costs of supervisorial oversight, which shall not require itemization of RCOE staff time, shall be submitted to the CBK© at the close of each school year.

C. CBK Charter ~~Come Back Kids~~© and the RCOE agree that "supervisorial oversight," as used in Education Code Section 47613 and Education Code Section 47604.32, shall include the following:

- All activities related to the Charter revocation and renewal and processes as described in Section 47607.

- Activities relating to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements, and all applicable laws.
- Participating in the dispute resolution process described in the Charter.
- Review and timely response to the Charter School's Annual Independent Fiscal and Performance Audit.
- Identify at least one staff member as a contact person for the Charter School.
- Visit the Charter School at least annually.
- Ensure that the Charter School complies with all reports required of charter schools by law.
- Monitor the fiscal condition of the Charter School.
- Provide timely notification to the California Department of Education if any of the following circumstances occur:
    1. A renewal of the charter is granted or denied.
    2. The charter is revoked.
    3. The Charter School will cease operation for any reason.

The CBK Charter ~~Come Back Kids©~~ shall retain the authority to contract with third parties for any services required to operate the charter in accordance with the law, this MOU, and the approved charter.

IV. SPECIAL EDUCATION SERVICES

CBK Charter ~~Come Back Kids©~~ shall be a deemed school of RCOE for the provision of Special Education. The RCOE will provide all Special Education services to the CBK©. The CBK© will be responsible for their pro-rata share Special Education encroachment.

V. FERPA: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

CBK Charter ~~Come Back Kids©~~ will comply with all components of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99), a Federal law that protects the privacy of student education records.

VI. SCHOOL POLICIES/CHARTER REQUIREMENTS

A. CBK© will follow policies and procedures to ensure that the Charter School is compliant with all relevant laws and with the charter approved by the Riverside County Board of Education.

B. At all times it is operational, CBK© will have the following information posted on the Internet and will update the posting as soon as possible whenever the information changes:
    - Phone numbers and e-mail addresses for the School's principal contacts
    - Parent/Student Handbook
    - Student Discipline Policies
    - School Health and Safety Plan
    - Notice to Parents/Guardians
    - School Accountability Report Card (SARC)

C. **INTERFUND BORROWING**

In accordance with Education Code Section 42603, RCOE may temporarily transfer funds to C~~BK Charter Com~~e Back Kids for the payment of obligations with the following limitation:

- Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.
- Borrowing shall occur only when Come Back Kids will earn sufficient income during the current fiscal year to repay the amount transferred.

The transfer will be accounted for as temporary borrowing between funds and shall not be available for appropriation or be considered income to Come Back Kids

VIII. SEVERABILITY

If any provision or any part of this Agreement is for any reason held to be invalid and or unenforceable or contrary to public policy, law, or statue and/or ordinance, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

IX. NOTIFICATION

All notices, requests and other communication under this Agreement shall be in writing and mailed to the proper address as follows:

Riverside County Office of Education
Cynthia Glover Woods, Chief Academic Officer, Riverside County Office of Education
or
Paul Jessup, Deputy Superintendent
Riverside County Superintendent of Schools
P.O. Box 868
Riverside, CA 92502

CBK Charter
Judy D. White, Ed.D, Riverside County Superintendent of Schools

Come Back Kids© Charter School

This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understanding or agreements between the parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultant except as may be expressly set forth in this MOU. The parties further recognize that this Agreement shall only be modified in writing and by the mutual agreement of the parties.

Cynthia Glover Woods
Chief Academic Officer
Riverside County Office of Education

9-15-17
Date

Judy D. White, Ed.D
Riverside County Superintendent of Schools
Come Back Kids© Charter

9-20-17
Date

APPENDIX F

YouthBuild Contract
RIVERSIDE ~~COUNTY SUPERINTENDENT OF SCHOOLS~~
~~3939 Thirteenth Street~~
~~Riverside, CA 92501~~

~~AGREEMENT FOR CASE MANAGEMETN SERVICES~~
~~(YouthBuild Plus Grant)~~

~~This Agreement, effective, **July 1, 2015,** by and between, **Riverside County Superintendent of Schools**, hereinafter referred to as the "SUPERINTENDENT," and **California Family Life Center,** hereinafter referred to as the "CONTRACTOR."~~

~~AGREEMENTS~~

~~1. The CONTRACTOR shall perform and **provide Case Management Services for the SUPERINTENDENT'S Alternative Education Program**, including, but not limited to:~~

- ~~**CONTRACTOR** will serve as a key partner in Youthbuild grant implementation and will provide logistics instructional staff and program staff for grant program management, case management, and job placement services.~~
- ~~**Contracted services will include:**~~
  - ~~Logistics Instructor at $17,500 per cohort for two cohorts ($35,000)~~
- ~~**CONTRACTOR** will be responsible for follow-up activities with documentation, oversight of work experience, and maintenance of participants' files and case notes utilizing social solutions:~~
  - ~~Program management staff: Program Coordinator (1) for development of an Individual Development Plan (IPD) with participants, to ensure attainment of the participant's goal and program goals, utilizing objective assessment tools, and (2) monitoring of participant's progress in education, workforce development, updating IDP as appropriate, providing vocation counseling and support service referral as needed at $101,691.~~
  - ~~Support staff: Youth Development Specialists (2) at $229,480.~~
  - ~~Admin staff : 25% of a clerical position at $38,915.~~
  - ~~Management Specialist ($50,000) to provide program support, coordinate program operations and serve as a liaison between riverside county Youthbuild (RCYB) partners.~~
  - ~~Participant's payments - $323,143 includes two $250 incentive stipends and work experience funding while participants are in the work experience phase of construction of the habitat for humanity home onsite at the city of riverside location. Work experience pay will be of riverside location.~~
  - ~~Work experience pay will be at California minimum wage of $10/hour, effective January 1, 2016. The first stipends will be awarded for participants completing the 6-week evaluation favorably, along with the CAL-OSHA 10 and CPR certifications. The second stipends will be awarded upon completion of a high school diploma or GED.~~
  - ~~Projects costs - $45,951 for staff mileage reimbursements, CPR training for participants, program supplies (tools, boots, etc.), logistics supplies.~~
  - ~~For participants, employment support services for participants, to support participants in competing program activities, emergency costs (such as transportation) for participants. Clothing for interview, child care assistance,~~

housing assistance in partnership with the my life program, employment assistance, and community college tuition assistance, etc.

- Facilities costs - $14,000 for 2 cohorts at $7,000. To provide computer/education classroom., multipurpose meeting rooms, and areas for Youthbuild staff, including telephone and internet access.

2. **Term**: The term of this agreement shall be from **July 1, 2015 through June 30, 2018.**

3. It is understood that the CONTRACTOR has the skills, experience and knowledge necessary to perform the services agreed to be performed under this Agreement, and that the SUPERINTENDENT relies upon the CONTRACTOR'S representations about its skills, experience and knowledge to perform the CONTRACTOR'S services in a competent manner. Acceptance by the SUPERINTENDENT of the services to be performed under this Agreement does not operate as a release of said CONTRACTOR from responsibility for the work performed. The CONTRACTOR further agrees to assign a proper staff member or members to render the services, and such staff member(s) shall hold the proper credentials authorizing such services.

4. For and in consideration of the services rendered, the SUPERINTENDENT agrees to pay the CONTRACTOR as follows:
1. FISCAL YEAR 2016 = $376,465.00
2. FISCAL YEAR 2017 = $392,979.00
3. FISCAL YEAR 2018 = $68,736.00
TOTAL AMOUNT: $838,180.00

5. In no event shall the total payment(s) made under this agreement exceed the sum of **$838,180.00** without a written authorization from the SUPERINTENDENT.

6. In the event the CONTRACTOR receives payment for services under this contract which is later disallowed for nonconformance with the terms and conditions herein by the SUPERINTENDENT, the CONTRACTOR shall promptly refund the disallowed amount to the SUPERINTENDENT on request, or at its option, the SUPERINTENDENT may offset the amount disallowed from any payment due to the CONTRACTOR under any contract with the SUPERINTENDENT.

7. **Invoices:** The CONTRACTOR shall submit invoices to the Riverside County Superintendent of Schools, attention: **Accounts Payable,** P.O. Box 868, Riverside, California 92502 or via email to accountspayable@rcoe.us.

8. INDEPENDENT CONTRACTOR: It is agreed that the CONTRACTOR or any employee or agent of the CONTRACTOR is acting as an independent contractor and not as an agent or employee of the SUPERINTENDENT. Personnel performing the Services under this Agreement on behalf of CONTRACTOR shall at all times be under CONTRACTOR'S exclusive direction and control. CONTRACTOR shall pay all the wages, salaries and other amounts due such personnel in connection with their performance of Service and as required by law. CONTRACTOR shall be responsible for all reports and obligations respecting such personnel, including but not limited to, social security taxes, income tax withholdings, unemployment insurance, and workers' compensation insurance. It is further understood and agreed by the parties hereto that

CONTRACTOR in the performance of its obligation hereunder is subject to the control or direction of SUPERINTENDENT merely as to the result to be accomplished by the services hereunder agreed to be rendered and performed and not as to the means and methods for accomplishing the results It is agreed that the SUPERINTENDENT will not withhold any Federal or State income tax from payment made pursuant to this contract, but will provide the CONTRACTOR with a statement of earnings at the end of each calendar year.

9. SUBCONTRACT: No contract shall be made by the CONTRACTOR with any party for furnishing any of the work or services herein contained without the prior written approval of the SUPERINTENDENT, but this provision shall not require the approval of contracts of employment between the CONTRACTOR and personnel assigned for services there under, or for parties named in the proposal and agreed to under any resulting contract.

10. NON-DISCRIMINATION: CONTRACTOR shall not discriminate in the provision of services, allocation of benefits, accommodation in facilities, or employment of personnel on the basis of ethnic group identification, race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status or sex in the performance of this Agreement, and, to the extent they shall be found to be applicable hereto, shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code 12900 et. seq.), the Federal Civil Rights Act of 1964 (P.L. 88-352), and the Americans with Disabilities Act of 1990 (42 U.S.C. **S**1210 et seq.).

11. INSURANCE: CONTRACTOR shall maintain in force at all times during the performance of this Agreement, insurance policies evidencing coverage during the entire term of the Agreement. **All insurance policies shall name, or be endorsed to name, the Riverside County Superintendent of Schools as additional insured for the purpose of this contract.**
    A. **Commercial General Liability** – one million dollars ($1,000,000) combined single limit, on account of bodily injuries, including death resulting therefrom and property damage resulting from any accident which may arise in the operations of the CONTRACTOR in the performance of the work herein provided.
    B. **Automobile Insurance** – equal to state minimum requirements shall be obtained for each vehicle(s) used in the performance of the contract covering any personal or property damage which may arise in or out of the contract obligation.
    C. **Worker's Compensation Insurance.** If the CONTRACTOR has employees as defined by the State of California, the CONTRACTOR shall maintain statutory Workers' Compensation Insurance as prescribed by the laws of the State of California.
    D. **Professional Liability.** CONTRACTOR shall obtain a Professional Liability Insurance in the amount of $1,000,000 including coverage for errors and omissions caused by CONSULTANT'S negligence in the performance of its duties under this Agreement.

12. TERMINATION: SUPERINTENDENT may terminate this Agreement without cause upon 30 days written notice served upon the CONTRACTOR stating the extent and effective date of termination:

a. ~~SUPERINTENDENT may terminate this agreement for CONTRACTOR'S default, if CONTRACTOR refuses or fails to comply with the provisions of this Agreement or fails to make progress so as to endanger performance and does not cure such failure within a reasonable period of time. In the event of such termination, the SUPERINTENDENT may proceed with the work in any manner deemed proper to SUPERINTENDENT. SUPERINTENDENT may also:~~

~~1) Afford the CONTRACTOR a time period within which to cure the breach, the period of which shall be established at the sole discretion of the SUPERINTENDENT; and/or~~
~~2) Discontinue reimbursement to the CONTRACTOR for, and during the period in which the CONTRACTOR is in breach, the reimbursement of which the CONTRACTOR shall not be entitled to recover later; and/or~~
~~3) Withhold funds pending a cure of the breach; and/or~~
~~4) Offset against any monies billed by the CONTRACTOR but yet unpaid by the SUPERINTENDENT. The SUPERINTENDENT shall give the CONTRACTOR notice of any action pursuant to this paragraph, the notice of which shall be effective when received~~

~~b. Whenever for any reason the SUPERINTENDENT determines that termination is in his best interest, SUPERINTENDENT shall provide written notice of termination to CONTRACTOR stating whether the termination is in whole or in part. This agreement shall then terminate as stated upon CONTRACTOR's receipt of such notice. After receipt of the Notice of Termination, CONTRACTOR shall stop all work under this Agreement on the date specified in the Notice of Termination. SUPERINTENDENT shall make payment for all services performed in accordance with this Agreement to the date of termination, according to the rates set forth in section 3 herein.~~

~~13. WAIVER OF DEFAULT: Any waiver by SUPERINTENDENT of any breach of any one or more of the terms of this agreement shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term hereof. Failure on the part of SUPERINTENDENT to require exact, full and complete compliance with any terms of this agreement shall not be construed as in any manner changing the terms hereof, or stopping SUPERINTENDENT from enforcement hereof.~~

~~14. FORCE MAJEURE:~~
~~a. In the event CONTRACTOR is unable to comply with any provision of this agreement due to causes beyond its control such as acts of God, acts of war, civil disorders, or other similar acts, CONTRACTOR shall not be held liable to SUPERINTENDENT for such failure to comply.~~
~~b. In the event SUPERINTENDENT is unable to comply with any provision~~ of this agreement due to causes beyond its control relating to acts of God, acts of war, civil disorders, or other similar acts, SUPERINTENDENT shall not be held liable to CONTRACTOR for such failure to comply.

15. ~~INDEMNIFICATION:~~
~~The CONTRACTOR shall save, defend, hold harmless and indemnify the SUPERINTENDENT, Riverside County Office of Education, Board of Education, its~~

officers, agents, and employees against any and all liability, claims, damages, judgments, expenses, including litigation costs, attorneys' fees, and costs of whatsoever kind and nature for injury to or death of any person or persons and for loss or damage to any property occurring in connection with or in any way incident to or arising out of the occupancy, use, service, operations, or performance of work under the terms of this Agreement, resulting in whole or in part from the negligent, reckless, willful acts or omissions of the CONTRACTOR, its agents or representatives. All duties of CONTRACTOR under this section shall survive termination of this Agreement.

16. ASSIGNMENT: Neither this Agreement nor any duties or obligations under this Agreement may be assigned by CONTRACTOR without the prior written consent of the SUPERINTENDENT. Any assignment or purported assignment of this Agreement by CONTRACTOR without prior written consent of SUPERINTENDENT will be deemed void and of no force or effect.

17. LICENSES/PERMITS: The CONTRACTOR and all of the CONTRACTOR's employees or agents shall secure and maintain in force such licenses and permits that are required by law, in connection with the furnishing of materials, supplies, or services herein listed.

a. Attention is directed to the provisions of Chapter 9 of Division 3 of the Business and Professions Code concerning the licensing of Contractors. All officers and Contractors shall be licensed, if required, in accordance with the laws of this State and any officers or CONTRACTOR not so licensed is subject to the penalties imposed by such laws.
b. CONTRACTOR further warrants that it has all necessary permits, approvals, certificates, waivers and exemptions necessary for the provision of services hereunder and required by the laws and regulations of the United Stated, State of California, the SUPERINTENDENT of Riverside and all other appropriate governmental agencies, and shall maintain these throughout the term of this agreement.

18. CONFLICT OF INTEREST: The CONTRACTOR covenants that it presently has no interest, including but not limited to, other projects or independent contracts, and shall not acquire any such interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this contract. The CONTRACTOR further covenants that in the performance of this contract, no person having any such interest shall be employed or retained by it under this contract.

19. AMENDMENT: This agreement may only be amended in writing by the mutual consent of the parties hereto, except that the SUPERINTENDENT may amend the contract to accomplish the below-listed changes:
a. Increases in dollar amounts.
b. Administrative changes that do not affect the contractual rights of the parties.
c. Changes as required by law.

20. NOTICES: All correspondence and notices required or contemplated by this Agreement shall be delivered to the respective parties at the addresses set forth below and are deemed submitted one (1) day after their deposit in the United States Mail, postage prepaid.

~~SUPERINTENDENT:~~
~~Riverside County Office of Education~~
~~Contracts and Purchasing Services~~
~~3939 13th Street~~
~~Riverside, CA 92502~~

~~CONTRACTOR:~~
~~California Family Life Center~~
~~930 N. State Street~~
~~Hemet, CA 92543~~

~~21. DISPUTE: Except as otherwise provided in this Agreement, any dispute concerning a question of fact arising under this Agreement, which is not disposed by Agreement, shall be disposed by the SUPERINTENDENT which shall furnish the decision in writing. The decision of the SUPERINTENDENT shall be final and conclusive until determined by a court of competent jurisdiction to have been fraudulent or capricious, arbitrary, or so grossly erroneous as necessarily to imply bad faith. The CONTRACTOR shall proceed diligently with the performance of the Agreement pending the SUPERINTENDENT's decision.~~

~~22. GOVERNING LAW; JURISDICTION; VENUE; SEVERABILITY: This Agreement shall be governed by the laws of the State of California. Any legal action related to the performance or interpretation of this Agreement shall be filed only in the Superior Court of the State of California located in Riverside, California, and the parties waive any provision of law providing for a change of venue to another location. Prior to the filing of any legal action, the parties shall be obligated to attend a mediation session with a third party mediator in an attempt to resolve the dispute. In the event any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way. Should action be brought to enforce or interpret the provisions of the Agreement, the prevailing party shall be entitled to attorney's fees in addition to whatever other relief are granted.~~

~~23. ENTIRE AGREEMENT: This Agreement, including any Exhibits or documents incorporated herein, constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and no prior or contemporaneous agreements of any kind or nature relating to the same shall be deemed to be merged herein.~~

~~IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.~~

~~Riverside County~~
~~Superintendent of Schools~~

Signed _____
Authorized Signature

Diana Walsh-Reuss, Associate Superintendent
Printed Name

Date 11/8/16

~~California Family Life Center~~

Signed _____
Contractor

Mary Jo Ramirez – Executive Director
Printed Name

Date 1-4-16

Phone Number 951 765 9671

mjramirez@cflckids.org
E-Mail Address

~~APPENDIX G~~
~~MOUs with Youth Opportunity Centers~~

~~Vendor Service Contract (County-Approved)~~

~~Service Contract~~
~~California Family Life Center (CFLC) – Rubidoux Youth~~
~~AND Riverside County Superintendent of Schools~~

~~I. Introduction~~

~~This Vendor Service Contract (VSC) is hereby entered into by CFLC, hereinafter referred to as the "Agency"; and Riverside County Superintendent of Schools (RCOE), hereinafter referred to as "Vendor". Jointly, the "Agency" and the "Vendor" are hereinafter referred to as the "Parties."~~

~~II. Background~~

~~This VSC between the Parties is committed to a seamless system of youth services to meet the education, employment and development needs of youth ages 16-24. The Agency will provide a continuum of comprehensive services to youth over a period of time sufficient to prepare for a successful transition to the workforce and for continued/advanced education and training. Services provided under this Agreement must comply with the Workforce Innovation and Opportunity Act (WIOA).~~

~~III. Purposes~~

~~The purpose of this VSC is intended to provide a description of services to be provided by the Vendor~~ in ~~support of WIOA youth programs in Riverside County.~~

- ~~A. Services provided must support the mission and vision of the Riverside County Youth Opportunity Centers.~~
- ~~B. Services must be coordinated with the Agency and be tailored to help the youth achieve a positive outcome.~~

~~IV. Authority~~

~~Nothing in this VSC alters or supersedes the authorities and responsibilities of any of the Parties on any matter under their respective areas.~~

~~A. The authorities of the Agency to enter into this VSC include, but are not limited to:~~

1. ~~The Workforce Innovation and Opportunity Act, et al.~~
2. ~~Federal, state, and local laws, regulations, and policies and amendments thereto.~~
3. ~~Internal policies and procedures governing the Agency.~~

~~V.~~ ~~**Description of Services**~~

~~A.~~ ~~Vendor responsibilities:~~

1. ~~Vocational Education, Basic Skills, High School Diploma, GED, "CBK Charter Come Back Kids," Credit Recovery.~~
2. ~~With CBK Charter Comeback Kids (CBK) Education courses leading up to CBK diploma offered during the CBK school year calendar found in Exhibit A.~~
3. ~~Education classes will be located at the YOC and RCOE campus~~
4. ~~Licenses – Vendor, its employees, and agents, shall maintain professional licenses required by local, State, and Federal laws at all times while performing services under this VSC.~~
5. ~~Vendor shall conduct criminal background checks through the California Department of Justice of all employees providing services to the Agency pursuant to Education Code 45125.1. Vendor shall provide a signed certification stating that criminal background checks have been conducted and that no employee has been convicted of any serious or violent felonies, as specified in Penal Code Sections 1192.7,c and 667.5 (c), respectively. Vendor shall also provide a list of all employees providing services to the Agency.~~

~~B.~~ ~~Agency responsibilities:~~

1. ~~Will provide resources, facilities and core services at the local youth center.~~
2. ~~Agree to make written referrals to one another for services and activities to individuals, where appropriate.~~
3. ~~Referrals shall be marked with respect to each parties target group, eligibility requirements, and performance standards and expectations.~~

~~C.~~ ~~The Parties responsibilities:~~

1. ~~Cooperate in the exchange of program information, best practices and measurement of participant's attainment in the interest of implementing this VSC.~~
2. ~~Identify information gaps which, if filled, will benefit cooperating parties and provide opportunities.~~
3. ~~Conduct program coordination meetings, as necessary.~~
4. ~~Conduct training, conferences, seminars and education programs, together or in partnership with other parties, as appropriate.~~
5. ~~Jointly develop and implement mutually acceptable processes for intake, referral and will train their staff on the services of the participating Vendor.~~
6. ~~The parties agree to evaluate this process periodically and to modify it based on changing requirements and/or agreed upon needed improvements.~~

~~VII.~~ ~~**Funding**~~

~~This VSC does not obligate any funds from any Party. Vender agrees to provide cash and/or in-kind contributions in the amount of $180,000.00 during the term of this agreement **July 1, 2017 to June 30, 2018.**~~

A. ~~Subject to the availability of WIOA funds, each Party agrees to fund their own expenses associated with the implementation of this VSC.~~

~~B.~~ ~~Nothing contained herein shall be construed as obligating any Federal Party to any expenditure or obligation of funds in excess or in advance of appropriations, in accordance with the Anti-Deficiency Act, 31 U.S.C. § 1341.~~

~~C.~~ ~~Invoicing: the Vendor will submit an itemized monthly or quarterly invoices with a participant sign in sheet with date, services provided and documentation of service benefit to participant (i.e., lesson plans, topics covered, handouts, etc.)~~

~~D.~~ ~~Activities not allowed under this VSC:~~
~~1. Political activities.~~
~~2. Charging participants a fee for placement or referral into a WIOA activity.~~
~~3. Displacement of employees by any WIOA participants.~~
~~4. The promotion or deterrence of union organization.~~

~~VIII. Implementation, Amendment, and Termination~~

~~A.~~ ~~This VSC is effective upon signature and dated by the final approving Party as indicated below.~~

~~B.~~ ~~This VSC will expire on June 30, 2018, unless terminated, extended, or renewed in writing. The terms or conditions of such extension or renewal will be in writing and require the signature of the Agency and the Vendor.~~

~~C.~~ ~~This VSC may be amended through written agreement of all signatories. Copies of the amendment must be provided to the Parties of this Agreement.~~

~~D.~~ ~~This VSC may be terminated prior to the expiration date by providing 30 calendar days written notice of termination to the other Party.~~

~~IX. Records~~

~~A.~~ ~~Any records or documents generated as a result of this VSC shall become part of the official record maintained and controlled by the Party that originated creation of the document or that has ownership of the information.~~

~~B.~~ ~~Any requests for release of records associated with the implementation of this VSC to anyone outside of the Parties must be determined based on applicable laws including the Freedom of Information Act and Privacy Act.~~

~~X. Indemnification~~

~~The Agency agrees to indemnify and hold harmless the Vendor, its officers, employees, agents, and volunteers from any and all liabilities for injury to persons and damage to property arising out of any negligent act or omission of the Agency in connection with this VSC.~~

~~Vendor agrees to indemnify and hold harmless the Agency from any and all liabilities for injury to persons and damage to property arising out of any negligent act or omission of the Vendor, its officers, employees, agents or volunteers in connection with this VSC~~.

In ~~the event the Vendor and/or the Agency is found to be comparatively at fault for any claim, action, loss or damage which results from their respective obligations under this VSC, the Vendor and/or the Agency shall indemnify the other to the extent of its comparative fault.~~

~~XI.~~ ~~Insurance~~

~~The Vendor and Agency will maintain professional liability, general liability, and Workers' Compensation Insurance. The Vendor and Agency warrant they have adequate professional liability, general liability and Workers' Compensation to provide coverage for liabilities arising out of the Vendor and Agency performance of this VSC.~~

~~XII.~~ ~~Dispute Resolution Process~~

~~The Agency agrees to use the established Workforce Innovation and Opportunity Act (WIOA) or the County grievance process to resolve disputes with the Vendor.~~

~~XIII.~~ ~~Conformity with Applicable Law~~

~~In providing all services under this VSC, the Vendor shall abide, be governed and construed by all applicable federal, state and local statutes, ordinances, rules, regulations and standards, as well as, the standards and requirement imposed upon the~~
~~Agency by federal and/or state agencies providing funding to the Agency for the purchase of supplement services.~~

~~XIV.~~ ~~Assurances and Certifications~~

~~The Vendor's, authorized representative, in signing this Agreement, certifies it has read and is in compliance with the following:~~

- ~~Anti-Kickback Act (1986) prohibits any payment or gratuity made for the purpose of inducing award of a subcontract or prime contract with the federal government.~~
- ~~Child Support Compliance Act enforces the importance of the child and family support obligations and shall fully comply with applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earning assignment orders, as provided in Chapter 8, section 5200 of Part 5 of Division 9 of the Family Code, and that to the best of its knowledge is fully complying with earnings assignment order of all employees and is providing names of all new employees to the New Employee Registry maintained by the California~~ Employment Development Department (EDD).
- Corporate Registration for the Vendor, if it is a corporation, certifies it is registered with the ~~Secretary of the State of the State of California.~~
- ~~Debarment and Suspension certification, the Vendor hereby assures and certifies that the Vendor will comply with the regulations implementing Executive Order 12549, Debarment and Suspension, Uniform Guidance 2 CFR Part 200, Appendix I that the prospective participant, to the best of its knowledge and belief, that it and its principals: are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; have not within a three-year period preceding this Agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction, violation of federal or state antitrust statutes or commission of embezzlement, theft , forgery, bribery, falsification, or restrictions of records, making false statements, or receiving stolen property; are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of any of the offenses enumerated above; have not within a three-year period preceding this Agreement had one or more public transactions (federal, state or local) terminated for cause of default. Where the Vendor is unable to certify to any of these statements in this certification such prospective entity shall immediately notify the County before signing the Agreement.~~

- Drug Free Workplace comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions: publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations; establish a Drug-Free Awareness Program to inform employees about the following:

-The dangers of drug abuse in the workplace;
-The person's or organization's policy of maintaining a drug free workplace;
-Any available counseling, rehabilitation and employee assistance programs; and,
-Penalties that may be imposed upon employees for drug abuse violations

Every employee who provides services under this Agreement will:
-receive a copy of the company's drug-free policy statement; and
-agree to abide by the terms of the company's statement as a condition of employment.

- Environmental Protection Regulations

1. Clean Air Act (42 U.S.C. 7401-7671q.); Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended – Contracts and subgrants of amounts in excess of $150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act and the Federal Water Pollution Control Act as amended. Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA). The Vendor ensures that it complies with all applicable standards, order, or requirements under the Clean Air Act, the Federal Water Pollution Control Act, Executive Order 11738, and EPA regulations. The authorized representative, in signing this Agreement, certifies that he/she has read and that his/her agency is in compliance with all terms.
2. Energy Policy and Conservation Act - Mandatory standards and policies relating to energy efficiency which are contained the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.
3. Air or Water pollution Violation, not be in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution district; subject to cease and desist order not subject to review issued pursuant prohibitions; or finally determined to be in violation of provisions of federal law relating to air and water pollution.

- Fair Labor Standards Act (1938) provides minimum wage and overtime requirements. Under FLSA, all non-exempt employees are entitled to cash overtime for all hours worked over 40 in a workweek. The Act, as amended by the Minimum Wage Increase Act of 1996, is enforced by the Wage and Hour Division of the Department of Labor and private lawsuits.
- Family and Medical Leave Act (1991) requires that employers, with 50 or more employees, provide up to 12 weeks of unpaid leave, with any 12-month period, to employees for the care of a newborn or adopted child, for the care of a seriously ill family member, or for treatment and care of the employee's own serious medical condition. The Act is enforced by the Wage and Hour Division of the Department of Labor.
- Immigration Reform and Control Act (1986) requires employers to verify that applicants for employment are authorized to work in the United States. The Act provides civil and criminal penalties for knowingly employing unauthorized aliens and prohibits discrimination based on national origin or citizenship if the alien is authorized to work. The Act is enforced by the Department of Justice and the Immigration and Naturalization Service.
- Jobs for Veterans Act (Public Law 107.288): By signing this Agreement, the Vendor hereby assures and certifies that it will comply with the provisions of this Act and establish a priority for service for veterans (and some spouses) who otherwise meet the eligibility requirements for participation in the program.
- Military Selective Service Act shall be insured by the Secretary that each individual participating in any WIOA program or receiving any assistance or benefit under this chapter has not violated section three (50 U.S.C. App. 453) by not presenting and submitting to registration as required pursuant to such section. The Director of the Selective Service System shall cooperate with the Secretary in carryout out this section.
- False Claims Act ("FCA") provides, in pertinent part, that: (a) Any person who (1) knowingly presents, or causes to be presented, to an officer or employee of the United States Government or a member of the Armed Forces of the United States a false or fraudulent claim for payment or approval; (2) knowingly makes, uses, or causes to be made or used, a false record or statement to get a false or fraudulent claim paid or approved by the Government; (3) conspires to defraud the Government by getting a false or fraudulent claim paid or approved by the Government; or (7) knowingly makes, uses, or causes to be made or used, a false record or statement to conceal, avoid, or decrease an obligation to pay or transmit money or

~~property to the Government; Is liable to the United States Government for a civil penalty of not less than $5,000 and not more than $10,000, plus 3 times the amount of damages which the Government sustains because of the act of that person. (b) For purposes of this section, the terms "knowing" and "knowingly" mean that a person, with respect to information (1) has actual knowledge of the information; (2) acts in deliberate ignorance of the truth or falsity of the information; or (3) acts in reckless disregard of the truth or falsity of the information, and no proof of specific intent to defraud is required. While the False Claims Act imposes liability only when the claimant acts "knowingly," it does not require that the person submitting the claim have actual knowledge that the claim is false. A person, who acts in reckless disregard or in deliberate ignorance of the truth or falsity of the information, also can be found liable under the Act. In sum, the False Claims Act imposes liability on any person who submits a claim to the federal government that he or she knows (or should know) is false. The False Claims Act also imposes liability on an individual who may knowingly submit a false record in order to obtain payment from the government. The third area of liability includes those instances in which someone may obtain money from the federal government to which he may not be entitled, and then uses false statements or records in order to retain the money. In addition to its substantive provisions, the FCA provides that private parties may bring an action on behalf of the United States. 31 U.S.C. 3730 (b). These private parties, known as "qui tam relators," may share in a percentage of the proceeds from an FCA action or settlement. Section 3730(d)(1) of the FCA provides, with some exceptions, that a qui tam relator, when the Government has intervened in the lawsuit, shall receive at least 15 percent but not more than 25 percent of the proceeds of the FCA action depending upon the extent to which the relator substantially contributed to the prosecution of the action. When the Government does not intervene, section 3730(d)(2) provides that the relator shall receive an amount that the court decides is reasonable and shall be not less than 25 percent and not more than 30 percent. The FCA provides protection to qui tam relators who are discharged, demoted, suspended, threatened, harassed, or in any other manner discriminated against in the terms and conditions of their employment as a result of their furtherance of an action under the FCA. 31 U.S.C. 3730(h).~~

- ~~National Labor Relations Board certifies that no more than one final un-appealable finding of contempt of court by a federal court has been issued against the Vendor within the immediately preceding two-year period because of Vendor failure to comply with an order of a federal court which orders the Vendor to comply with an order of the National Labor Relations Board~~
- ~~Nondiscrimination Clause the conduct of the parties to this Agreement will be in accordance with Title VI of the Civil Rights Act of 1964 and the Rules and Regulations promulgated there under the provision of the WIOA, Section 188. As a condition to the award of financial assistance from the Department of Labor under Title I of WIOA, the Vendor assures that I will comply fully with the nondiscrimination and equal opportunity provision of the following laws: Section 188 of the WIOA, which prohibits discrimination against all individuals in the United States on the basis of race, color, religions, sex national origin, age disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I-financially assisted or activity; Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individual with disabilities; The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs. The Vendor assures that it will comply with Uniform Guidance 2 CFR Part 200, DOL Exceptions 2 CFR Part 2900 and all other regulations implementing the laws listed above. This assurance applies to the Vendors operations of the WIOA Title I-financially assisted program or activity, and to all agreement that the grant applicant makes to carry out the WIOA Title - financially assisted program or activity. The grant applicant understand that the United States has the right to seek judicial enforcement of this assurance. The Vendor will conform to nondiscrimination provisions of the WIOA and other federal nondiscrimination requirement as referred in WIOA Sec. 188. WIOA Sec. 184 (f): Discrimination Against Participants: If the County determines that any recipient under WIOA Title I has discharged or in any other manner discriminated against a participant or against any individual in connection with the administration of the program involved, or against any individual because such individual has filed any complaint or instituted or caused to be instituted any proceeding under or related to WIOA Title I, or has testified or is about to testify in any such proceeding or investigation under or related to WIOA Title I, or otherwise unlawfully denied to any individual a benefit to which that individual is entitled under the provision of WIOA Title I or the County's regulations, the County shall, within 30 days, take such action or order such corrective measures, as necessary, with respect to the recipient or the aggrieved individual, or both.~~

- ~~Occupational Safety and Health Act (1970) requires all employers to provide a work place that is free from recognized hazards that cause, or are likely to cause, death or serious physical harm to employees. The Act also establishes the Occupational Safety and Health Administration that is responsible for promulgating workplace safety standards and regulations for various industries. The Act is enforced by the Occupational Safety and Health Administration.~~
- ~~Political Reform Act (of 1974, amended in 1996) requires each state and local agency to adopt a conflict of interest code. Conflict of interest codes are required to prohibit officials of any state or local government agency from making, participating or in any way attempting to use their official position to influence a governmental decision in which the official knows or has reason to know that he or she has a financial interest.~~
- ~~Sectarian Activities are not permitted and does not provide for the advancement or aid to any religious sect, church or creed, or sectarian purpose nor does it help to support or sustain any school, college, university, hospital or other institution controlled by any religious creed, church or sectarian denomination whatsoever, as specified by Article XVI, Section 5, of the Constitution regarding separation of church and state.~~
- ~~Vietnam Era Veteran's Readjustment Assistance Act (1974) makes it unlawful for employers to discriminate against veterans of the Armed Forces in their employment practices. It also provides veterans with certain reemployment, seniority, health benefit, and pension rights with respect to prior employment.~~
- ~~Whistleblower Protection Statutes (1989) protect employees of financial institutions and government Vendors from discriminatory and retaliatory employment actions because of reporting violations of the law to federal authorities. The Act is enforced by the Wage and Hour Division of the Department of Labor.~~

~~IN WITNESS WHEREOF, the Parties hereto have caused their duly authorized representatives to execute this Agreement.~~

~~**Agency**: California Family Life Center~~

Signature: Mary Jo Ramirez

Print Name: Mary Jo Ramirez

Title: Executive Director

Dated: 07/27/17

Main Office: 930 N. State Street
Hemet, CA 92543
951 765 9671

Location:
CFLC – Rubidoux Youth Opportunity Center
5656 Mission Blvd.,
Riverside, CA 92509
951 683 9622

Point of contact: Lesley LeRoy – Program Analyst
lleroy@cflckids.org
951 765 9671

~~**Vendor**: Riverside~~ County Superintendent of Schools

Signature:

Print Name: Diana Walsh-Reuss

Title: Associate Superintendent

Dated: 7/27/17

3939 13th Street
Riverside, CA 92501
951

~~APPENDIX G~~
~~MOUs with Youth Opportunity Centers~~

~~Vendor Service Contract (County-Approved)~~

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~~California Family Life Center (CFLC) – Planet Youth~~
~~AND Riverside County Superintendent of Schools~~

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~~B. Services provided must support the mission and vision of the Riverside County Youth Opportunity Centers.~~
~~B. Services must be coordinated with the Agency and be tailored to help the youth achieve a positive outcome.~~

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~~4. The Workforce Innovation and Opportunity Act, et al.~~
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A. Subject to the availability of WIOA funds, each Party agrees to fund their own expenses associated with the implementation of this VSC.

B. Nothing contained herein shall be construed as obligating any Federal Party to any expenditure or obligation of funds in excess or in advance of appropriations, in accordance with the Anti-Deficiency Act, 31 U.S.C. § 1341.

C. Invoicing: the Vendor will submit an itemized monthly or quarterly invoices with a participant sign in sheet with date, services provided and documentation of service benefit to participant (i.e., lesson plans, topics covered, handouts, etc.)

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E. This VSC is effective upon signature and dated by the final approving Party as indicated below.

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H. This VSC may be terminated prior to the expiration date by providing 30 calendar days written notice of termination to the other Party.

IX. Records

A. Any records or documents generated as a result of this VSC shall become part of the official record maintained and controlled by the Party that originated creation of the document or that has ownership of the information.

B. Any requests for release of records associated with the implementation of this VSC to anyone outside of the Parties must be determined based on applicable laws including the Freedom of Information Act and Privacy Act.

X. Indemnification

The Agency agrees to indemnify and hold harmless the Vendor, its officers, employees, agents, and volunteers from any and all liabilities for injury to persons and damage to property arising out of any negligent act or omission of the Agency in connection with this VSC.

Vendor agrees to indemnify and hold harmless the Agency from any and all liabilities for injury to persons and damage to property arising out of any negligent act or omission of the Vendor, its officers, employees, agents or volunteers in connection with this VSC.

In the event the Vendor and/or the Agency is found to be comparatively at fault for any claim, action, loss or damage which results from their respective obligations under this VSC, the Vendor and/or the Agency shall indemnify the other to the extent of its comparative fault.

XI. Insurance

The Vendor and Agency will maintain professional liability, general liability, and Workers' Compensation Insurance. The Vendor and Agency warrant they have adequate professional liability, general liability and Workers' Compensation to provide coverage for liabilities arising out of the Vendor and Agency performance of this VSC.

XII. Dispute Resolution Process

The Agency agrees to use the established Workforce Innovation and Opportunity Act (WIOA) or the County grievance process to resolve disputes with the Vendor.

XIII. Conformity with Applicable Law

In providing all services under this VSC, the Vendor shall abide, be governed and construed by all applicable federal, state and local statutes, ordinances, rules, regulations and standards, as well as, the standards and requirement imposed upon the
Agency by federal and/or state agencies providing funding to the Agency for the purchase of supplement services.

XIV. Assurances and Certifications

The Vendor's, authorized representative, in signing this Agreement, certifies it has read and is in compliance with the following:

- Anti-Kickback Act (1986) prohibits any payment or gratuity made for the purpose of inducing award of a subcontract or prime contract with the federal government.
- Child Support Compliance Act enforces the importance of the child and family support obligations and shall fully comply with applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earning assignment orders, as provided in Chapter 8, section 5200 of Part 5 of Division 9 of the Family Code, and that to the best of its knowledge is fully complying with earnings assignment order of all employees and is providing names of all new employees to the New Employee Registry maintained by the California Employment Development Department (EDD).
- Corporate Registration for the Vendor, if it is a corporation, certifies it is registered with the Secretary of the State of the State of California.
- Debarment and Suspension certification, the Vendor hereby assures and certifies that the Vendor will comply with the regulations implementing Executive Order 12549, Debarment and Suspension, Uniform Guidance 2 CFR Part 200, Appendix I that the prospective participant, to the best of its knowledge and belief, that it and its principals: are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; have not within a three-year period preceding this Agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction, violation of federal or state antitrust statutes or commission of embezzlement, theft , forgery, bribery, falsification, or restrictions of records, making false statements, or receiving stolen property; are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of any of the offenses enumerated above; have not within a three-year period preceding this Agreement had one or more public transactions (federal, state or local) terminated for cause of default. Where the Vendor is unable to certify to any of these statements in this certification such prospective entity shall immediately notify the County before signing the Agreement.

- ~~Drug Free Workplace comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions: publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations; establish a Drug-Free Awareness Program to inform employees about the following:~~

~~-The dangers of drug abuse in the workplace;~~
~~-The person's or organization's policy of maintaining a drug free workplace;~~
~~-Any available counseling, rehabilitation and employee assistance programs; and,~~
~~-Penalties that may be imposed upon employees for drug abuse violations~~

~~Every employee who provides services under this Agreement will:~~
~~-receive a copy of the company's drug-free policy statement; and~~
~~-agree to abide by the terms of the company's statement as a condition of employment.~~

- ~~Environmental Protection Regulations~~

~~1. Clean Air Act (42 U.S.C. 7401-7671q.); Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended - Contracts and subgrants of amounts in excess of $150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act and the Federal Water Pollution Control Act as amended. Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA). The Vendor ensures that it complies with all applicable standards, order, or requirements under the Clean Air Act, the Federal Water Pollution Control Act, Executive Order 11738, and EPA regulations. The authorized representative, in signing this Agreement, certifies that he/she has read and that his/her agency is in compliance with all terms.~~

~~2. Energy Policy and Conservation Act - Mandatory standards and policies relating to energy efficiency which are contained the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.~~

~~3. Air or Water pollution Violation, not be in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution district; subject to cease and desist order not subject to review issued pursuant prohibitions; or finally determined to be in violation of provisions of federal law relating to air and water pollution.~~

- ~~Fair Labor Standards Act (1938) provides minimum wage and overtime requirements. Under FLSA, all non-exempt employees are entitled to cash overtime for all hours worked over 40 in a workweek. The Act, as amended by the Minimum Wage Increase Act of 1996, is enforced by the Wage and Hour Division of the Department of Labor and private lawsuits.~~
- ~~Family and Medical Leave Act (1991) requires that employers, with 50 or more employees, provide up to 12 weeks of unpaid leave, with any 12-month period, to employees for the care of a newborn or adopted child, for the care of a seriously ill family member, or for treatment and care of the employee's own serious medical condition. The Act is enforced by the Wage and Hour Division of the Department of Labor.~~
- ~~Immigration Reform and Control Act (1986) requires employers to verify that applicants for employment are authorized to work in the United States. The Act provides civil and criminal penalties for knowingly employing unauthorized aliens and prohibits discrimination based on national origin or citizenship if the alien is authorized to work. The Act is enforced by the Department of Justice and the Immigration and Naturalization Service.~~
- ~~Jobs for Veterans Act (Public Law 107.288): By signing this Agreement, the Vendor hereby assures and certifies that it will comply with the provisions of this Act and establish a priority for service for veterans (and some spouses) who otherwise meet the eligibility requirements for participation in the program.~~
- ~~Military Selective Service Act shall be insured by the Secretary that each individual participating in any WIOA program or receiving any assistance or benefit under this chapter has not violated section three (50 U.S.C. App. 453) by not presenting and submitting to registration as required pursuant to such section. The Director of the Selective Service System shall cooperate with the Secretary in carryout out this section.~~
- ~~False Claims Act ("FCA") provides, in pertinent part, that: (a) Any person who (1) knowingly presents, or causes to be presented, to an officer or employee of the United States Government or a member of the Armed Forces of the United States a false or fraudulent claim for payment or approval; (2) knowingly makes, uses, or causes to be made or used, a false record or statement to get a false or fraudulent claim paid or approved by the Government; (3) conspires to defraud the Government by getting a false or fraudulent claim paid or approved by the Government; or (7) knowingly makes, uses, or causes to be made or used, a false record or statement to conceal, avoid, or decrease an obligation to pay or transmit money~~ or

~~property to the Government; Is liable to the United States Government for a civil penalty of not less than $5,000 and not more than $10,000, plus 3 times the amount of damages which the Government sustains because of the act of that person. (b) For purposes of this section, the terms "knowing" and "knowingly" mean that a person, with respect to information (1) has actual knowledge of the information; (2) acts in deliberate ignorance of the truth or falsity of the information; or (3) acts in reckless disregard of the truth or falsity of the information, and no proof of specific intent to defraud is required. While the False Claims Act imposes liability only when the claimant acts "knowingly," it does not require that the person submitting the claim have actual knowledge that the claim is false. A person, who acts in reckless disregard or in deliberate ignorance of the truth or falsity of the information, also can be found liable under the Act. In sum, the False Claims Act imposes liability on any person who submits a claim to the federal government that he or she knows (or should know) is false. The False Claims Act also imposes liability on an individual who may knowingly submit a false record in order to obtain payment from the government. The third area of liability includes those instances in which someone may obtain money from the federal government to which he may not be entitled, and then uses false statements or records in order to retain the money. In addition to its substantive provisions, the FCA provides that private parties may bring an action on behalf of the United States. 31 U.S.C. 3730 (b). These private parties, known as "qui tam relators," may share in a percentage of the proceeds from an FCA action or settlement. Section 3730(d)(1) of the FCA provides, with some exceptions, that a qui tam relator, when the Government has intervened in the lawsuit, shall receive at least 15 percent but not more than 25 percent of the proceeds of the FCA action depending upon the extent to which the relator substantially contributed to the prosecution of the action. When the Government does not intervene, section 3730(d)(2) provides that the relator shall receive an amount that the court decides is reasonable and shall be not less than 25 percent and not more than 30 percent. The FCA provides protection to qui tam relators who are discharged, demoted, suspended, threatened, harassed, or in any other manner discriminated against in the terms and conditions of their employment as a result of their furtherance of an action under the FCA. 31 U.S.C. 3730(h).~~

- ~~National Labor Relations Board certifies that no more than one final un-appealable finding of contempt of court by a federal court has been issued against the Vendor within the immediately preceding two-year period because of Vendor failure to comply with an order of a federal court which orders the Vendor to comply with an order of the National Labor Relations Board~~
- ~~Nondiscrimination Clause the conduct of the parties to this Agreement will be in accordance with Title VI of the Civil Rights Act of 1964 and the Rules and Regulations promulgated there under the provision of the WIOA, Section 188. As a condition to the award of financial assistance from the Department of Labor under Title I of WIOA, the Vendor assures that I will comply fully with the nondiscrimination and equal opportunity provision of the following laws: Section 188 of the WIOA, which prohibits discrimination against all individuals in the United States on the basis of race, color, religions, sex national origin, age disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I-financially assisted or activity; Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individual with disabilities; The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs. The Vendor assures that it will comply with Uniform Guidance 2 CFR Part 200, DOL Exceptions 2 CFR Part 2900 and all other regulations implementing the laws listed above. This assurance applies to the Vendors operations of the WIOA Title I-financially assisted program or activity, and to all agreement that the grant applicant makes to carry out the WIOA Title - financially assisted program or activity. The grant applicant understand that the United States has the right to seek judicial enforcement of this assurance. The Vendor will conform to nondiscrimination provisions of the WIOA and other federal nondiscrimination requirement as referred in WIOA Sec. 188. WIOA Sec. 184 (f): Discrimination Against Participants: If the County determines that any recipient under WIOA Title I has discharged or in any other manner discriminated against a participant or against any individual in connection with the administration of the program involved, or against any individual because such individual has filed any complaint or instituted or caused to be instituted any proceeding under or related to WIOA Title I, or has testified or is about to testify in any such proceeding or investigation under or related to WIOA Title I, or otherwise unlawfully denied to any individual a benefit to which that individual is entitled under the provision of WIOA Title I or the County's regulations, the County shall, within 30 days, take such action or order such corrective measures, as necessary, with respect to the recipient or the aggrieved individual, or both.~~

- ~~Occupational Safety and Health Act (1970) requires all employers to provide a work place that is free from recognized hazards that cause, or are likely to cause, death or serious physical harm to employees. The Act also establishes the Occupational Safety and Health Administration that is responsible for promulgating workplace safety standards and regulations for various industries. The Act is enforced by the Occupational Safety and Health Administration.~~
- ~~Political Reform Act (of 1974, amended in 1996) requires each state and local agency to adopt a conflict of interest code. Conflict of interest codes are required to prohibit officials of any state or local government agency from making, participating or in any way attempting to use their official position to influence a governmental decision in which the official knows or has reason to know that he or she has a financial interest.~~
- ~~Sectarian Activities are not permitted and does not provide for the advancement or aid to any religious sect, church or creed, or sectarian purpose nor does it help to support or sustain any school, college, university, hospital or other institution controlled by any religious creed, church or sectarian denomination whatsoever, as specified by Article XVI, Section 5, of the Constitution regarding separation of church and state.~~
- ~~Vietnam Era Veteran's Readjustment Assistance Act (1974) makes it unlawful for employers to discriminate against veterans of the Armed Forces in their employment practices. It also provides veterans with certain reemployment, seniority, health benefit, and pension rights with respect to prior employment.~~
- ~~Whistleblower Protection Statutes (1989) protect employees of financial institutions and government Vendors from discriminatory and retaliatory employment actions because of reporting violations of the law to federal authorities. The Act is enforced by the Wage and Hour Division of the Department of Labor.~~

~~IN WITNESS WHEREOF, the Parties hereto have caused their duly authorized representatives to execute this Agreement.~~

~~**Agency**: California Family Life Center~~

Signature: _____

Print Name: Mary Jo Ramirez

Title: Executive Director

Dated: 07/20/17

Main Office: 930 N. State Street
Hemet, CA 92543
951 765 9671

~~**Vendor**: Riverside County Superintendent of Schools~~

Signature: _____

Print Name: Diana Walsh-Reuss

Title: Associate Superintendent

Dated: 7/27/17

3939 13th Street
Riverside, CA 92501
951 XXX XXXX

Location:
CFLC – Planet Youth Opportunity Center
400 W. Graham,
Lake Elsinore, CA 92530
951 471 8415

~~Point of contact: Lesley LeRoy – Program Analyst~~
~~llcroy@cflckids.org~~
~~951 765 9671~~

~~**APPENDIX G**~~
~~**MOUs with Youth Opportunity Centers**~~

~~**Vendor Service Contract (County-Approved)**~~

~~Service Contract~~
~~California Family Life Center (CFLC) – Empower Youth~~
~~AND Riverside County Superintendent of Schools~~

~~I. Introduction~~

~~This Vendor Service Contract (VSC) is hereby entered into by CFLC, hereinafter referred to as the "Agency"; and Riverside County Superintendent of Schools (RCOE), hereinafter referred to as "Vendor". Jointly, the "Agency" and the "Vendor" are hereinafter referred to as the "Parties."~~

~~II. Background~~

~~This VSC between the Parties is committed to a seamless system of youth services to meet the education, employment and development needs of youth ages 16-24. The Agency will provide a continuum of comprehensive services to youth over a period of time sufficient to prepare for a successful transition to the workforce and for continued/advanced education and training. Services provided under this Agreement must comply with the Workforce Innovation and Opportunity Act (WIOA).~~

~~III. Purposes~~

~~The purpose of this VSC is intended to provide a description of services to be provided by the Vendor in support of WIOA youth programs in Riverside County.~~

- ~~C. Services provided must support the mission and vision of the Riverside County Youth Opportunity Centers.~~
- ~~B. Services must be coordinated with the Agency and be tailored to help the youth achieve a positive outcome.~~

~~IV. Authority~~

~~Nothing in this VSC alters or supersedes the authorities and responsibilities of any of the Parties on any matter under their respective areas.~~

~~A. The authorities of the Agency to enter into this VSC include, but are not limited to:~~

7. ~~The Workforce Innovation and Opportunity Act, et al.~~
8. ~~Federal, state, and local laws, regulations, and policies and amendments thereto.~~
9. ~~Internal policies and procedures governing the Agency.~~

~~V.~~ ~~**Description of Services**~~

~~A.~~ ~~Vendor responsibilities:~~

~~11. Vocational Education, Basic Skills, High School Diploma, GED, "CBK Charter Come Back Kids," Credit Recovery.~~
~~12. With Comeback Kids (CBK) Education courses leading up to CBK diploma offered during the CBK school year calendar found in Exhibit A.~~
~~13. Education classes will be located at the YOC and RCOE campus~~
~~14. Licenses – Vendor, its employees, and agents, shall maintain professional licenses required by local, State, and Federal laws at all times while performing services under this VSC.~~
~~15. Vendor shall conduct criminal background checks through the California Department of Justice of all employees providing services to the Agency pursuant to Education Code 45125.1. Vendor shall provide a signed certification stating that criminal background checks have been conducted and that no employee has been convicted of any serious or violent felonies, as specified in Penal Code Sections 1192.7,c and 667.5 (c), respectively. Vendor shall also provide a list of all employees providing services to the Agency.~~

~~B.~~ ~~Agency responsibilities:~~

~~7. Will provide resources, facilities and core services at the local youth center.~~
~~8. Agree to make written referrals to one another for services and activities to individuals, where appropriate.~~
~~9. Referrals shall be marked with respect to each parties target group, eligibility requirements, and performance standards and expectations.~~

~~C.~~ ~~The Parties responsibilities:~~

~~13. Cooperate in the exchange of program information, best practices and measurement of participant's attainment in the interest of implementing this VSC.~~
~~14. Identify information gaps which, if filled, will benefit cooperating parties and provide opportunities.~~
~~15. Conduct program coordination meetings, as necessary.~~
~~16. Conduct training, conferences, seminars and education programs, together or in partnership with other parties, as appropriate.~~
~~17. Jointly develop and implement mutually acceptable processes for intake, referral and will train their staff on the services of the participating Vendor.~~
~~18. The parties agree to evaluate this process periodically and to modify it based on changing requirements and/or agreed upon needed improvements.~~

~~VII.~~ ~~**Funding**~~

~~This VSC does not obligate any funds from any Party. Vender agrees to provide cash and/or in-kind contributions in the amount of $90,000.00 during the term of this agreement~~ ~~**July 1, 2017 to June 30, 2018.**~~

A. Subject to the availability of WIOA funds, each Party agrees to fund their own expenses associated with the implementation of this VSC.

B. Nothing contained herein shall be construed as obligating any Federal Party to any expenditure or obligation of funds in excess or in advance of appropriations, in accordance with the Anti-Deficiency Act, 31 U.S.C. § 1341.

C. Invoicing: the Vendor will submit an itemized monthly or quarterly invoices with a participant sign in sheet with date, services provided and documentation of service benefit to participant (i.e., lesson plans, topics covered, handouts, etc.)

D. Activities not allowed under this VSC:
1. Political activities.
2. Charging participants a fee for placement or referral into a WIOA activity.
3. Displacement of employees by any WIOA participants.
4. The promotion or deterrence of union organization.

VIII. Implementation, Amendment, and Termination

I. This VSC is effective upon signature and dated by the final approving Party as indicated below.

J. This VSC will expire on June 30, 2018, unless terminated, extended, or renewed in writing. The terms or conditions of such extension or renewal will be in writing and require the signature of the Agency and the Vendor.

K. This VSC may be amended through written agreement of all signatories. Copies of the amendment must be provided to the Parties of this Agreement.

L. This VSC may be terminated prior to the expiration date by providing 30 calendar days written notice of termination to the other Party.

IX. Records

A. Any records or documents generated as a result of this VSC shall become part of the official record maintained and controlled by the Party that originated creation of the document or that has ownership of the information.

B. Any requests for release of records associated with the implementation of this VSC to anyone outside of the Parties must be determined based on applicable laws including the Freedom of Information Act and Privacy Act.

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~~In the event the Vendor and/or the Agency is found to be comparatively at fault for any claim, action, loss or damage which results from their respective obligations under this VSC, the Vendor and/or the Agency shall indemnify the other to the extent of its comparative fault.~~

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- ~~Corporate Registration for the Vendor, if it is a corporation, certifies it is registered with the Secretary of the State of the State of California.~~
- ~~Debarment and Suspension certification, the Vendor hereby assures and certifies that the Vendor will comply with the regulations implementing Executive Order 12549, Debarment and Suspension, Uniform Guidance 2 CFR Part 200, Appendix I that the prospective participant, to the best of its knowledge and belief, that it and its principals: are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; have not within a three-year period preceding this Agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction, violation of federal or state antitrust statutes or commission of embezzlement, theft , forgery, bribery, falsification, or restrictions of records, making false statements, or receiving stolen property; are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of any of the offenses enumerated above; have not within a three-year period~~

preceding this Agreement had one or more public transactions (federal, state or local) terminated for cause of default. Where the Vendor is unable to certify to any of these statements in this certification such prospective entity shall immediately notify the County before signing the Agreement.

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Every employee who provides services under this Agreement will:
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3. Air or Water pollution Violation, not be in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution district; subject to cease and desist order not subject to review issued pursuant prohibitions; or finally determined to be in violation of provisions of federal law relating to air and water pollution.

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claim paid or approved by the Government; (3) conspires to defraud the Government by getting a false or fraudulent claim paid or approved by the Government; or (7) knowingly makes, uses, or causes to be made or used, a false record or statement to conceal, avoid, or decrease an obligation to pay or transmit money or property to the Government; Is liable to the United States Government for a civil penalty of not less than $5,000 and not more than $10,000, plus 3 times the amount of damages which the Government sustains because of the act of that person. (b) For purposes of this section, the terms "knowing" and "knowingly" mean that a person, with respect to information (1) has actual knowledge of the information; (2) acts in deliberate ignorance of the truth or falsity of the information; or (3) acts in reckless disregard of the truth or falsity of the information, and no proof of specific intent to defraud is required. While the False Claims Act imposes liability only when the claimant acts "knowingly," it does not require that the person submitting the claim have actual knowledge that the claim is false. A person, who acts in reckless disregard or in deliberate ignorance of the truth or falsity of the information, also can be found liable under the Act. In sum, the False Claims Act imposes liability on any person who submits a claim to the federal government that he or she knows (or should know) is false. The False Claims Act also imposes liability on an individual who may knowingly submit a false record in order to obtain payment from the government. The third area of liability includes those instances in which someone may obtain money from the federal government to which he may not be entitled, and then uses false statements or records in order to retain the money. In addition to its substantive provisions, the FCA provides that private parties may bring an action on behalf of the United States. 31 U.S.C. 3730 (b). These private parties, known as "qui tam relators," may share in a percentage of the proceeds from an FCA action or settlement. Section 3730(d)(1) of the FCA provides, with some exceptions, that a qui tam relator, when the Government has intervened in the lawsuit, shall receive at least 15 percent but not more than 25 percent of the proceeds of the FCA action depending upon the extent to which the relator substantially contributed to the prosecution of the action. When the Government does not intervene, section 3730(d)(2) provides that the relator shall receive an amount that the court decides is reasonable and shall be not less than 25 percent and not more than 30 percent. The FCA provides protection to qui tam relators who are discharged, demoted, suspended, threatened, harassed, or in any other manner discriminated against in the terms and conditions of their employment as a result of their furtherance of an action under the FCA. 31 U.S.C. 3730(h).

- National Labor Relations Board certifies that no more than one final un-appealable finding of contempt of court by a federal court has been issued against the Vendor within the immediately preceding two-year period because of Vendor failure to comply with an order of a federal court which orders the Vendor to comply with an order of the National Labor Relations Board
- Nondiscrimination Clause the conduct of the parties to this Agreement will be in accordance with Title VI of the Civil Rights Act of 1964 and the Rules and Regulations promulgated there under the provision of the WIOA, Section 188. As a condition to the award of financial assistance from the Department of Labor under Title I of WIOA, the Vendor assures that I will comply fully with the nondiscrimination and equal opportunity provision of the following laws: Section 188 of the WIOA, which prohibits discrimination against all individuals in the United States on the basis of race, color, religions, sex national origin, age disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I-financially assisted or activity; Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individual with disabilities; The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs. The Vendor assures that it will comply with Uniform Guidance 2 CFR Part 200, DOL Exceptions 2 CFR Part 2900 and all other regulations implementing the laws listed above. This assurance applies to the Vendors operations of the WIOA Title I-financially assisted program or activity, and to all agreement that the grant applicant makes to carry out the WIOA Title – financially assisted program or activity. The grant applicant understand that the United States has the right to seek judicial enforcement of this assurance. The Vendor will conform to nondiscrimination provisions of the WIOA and other federal nondiscrimination requirement as referred in WIOA Sec. 188. WIOA Sec. 184 (f): Discrimination Against Participants: If the County determines that any recipient under WIOA Title I has discharged or in any other manner discriminated against a participant or against any individual in connection with the administration of the program involved, or against any individual because such individual has filed any complaint or instituted or caused to be instituted any proceeding under or related to WIOA Title I, or has testified or is about to testify in any such proceeding or investigation under or related to WIOA Title I, or otherwise unlawfully denied to any individual a benefit to which that individual is entitled under the provision of WIOA Title I or the County's regulations, the County shall, within 30 days,

take such action or order such corrective measures, as necessary, with respect to the recipient or the aggrieved individual, or both.

- Occupational Safety and Health Act (1970) requires all employers to provide a work place that is free from recognized hazards that cause, or are likely to cause, death or serious physical harm to employees. The Act also establishes the Occupational Safety and Health Administration that is responsible for promulgating workplace safety standards and regulations for various industries. The Act is enforced by the Occupational Safety and Health Administration.
- Political Reform Act (of 1974, amended in 1996) requires each state and local agency to adopt a conflict of interest code. Conflict of interest codes are required to prohibit officials of any state or local government agency from making, participating or in any way attempting to use their official position to influence a governmental decision in which the official knows or has reason to know that he or she has a financial interest.
- Sectarian Activities are not permitted and does not provide for the advancement or aid to any religious sect, church or creed, or sectarian purpose nor does it help to support or sustain any school, college, university, hospital or other institution controlled by any religious creed, church or sectarian denomination whatsoever, as specified by Article XVI, Section 5, of the Constitution regarding separation of church and state.
- Vietnam Era Veteran's Readjustment Assistance Act (1974) makes it unlawful for employers to discriminate against veterans of the Armed Forces in their employment practices. It also provides veterans with certain reemployment, seniority, health benefit, and pension rights with respect to prior employment.
- Whistleblower Protection Statutes (1989) protect employees of financial institutions and government Vendors from discriminatory and retaliatory employment actions because of reporting violations of the law to federal authorities. The Act is enforced by the Wage and Hour Division of the Department of Labor.

IN WITNESS WHEREOF, the Parties hereto have caused their duly authorized representatives to execute this Agreement.

Agency: California Family Life Center

Signature: _____

Print Name: Mary Jo Ramirez

Title: Executive Director

Dated: 07/27/17

Main Office: 930 N. State Street
Hemet, CA 92543
951 765 9671

Vendor: Riverside County Superintendent of Schools

Signature: _____

Print Name: Diana Walsh-Reuss

Title: Associate Superintendent

Dated: 7/27/17

3939 13th Street
Riverside, CA 92501
951 XXX XXXX

Location:
CFLC – Empower Youth Opportunity Center
930 N. State Street.,
Hemet, CA 92543
951 765 0917

Point of contact: Lesley LeRoy – Program Analyst
lleroy@cflckids.org
951 765 9671

~~Student and Parent Handbook~~

~~2017–2018~~

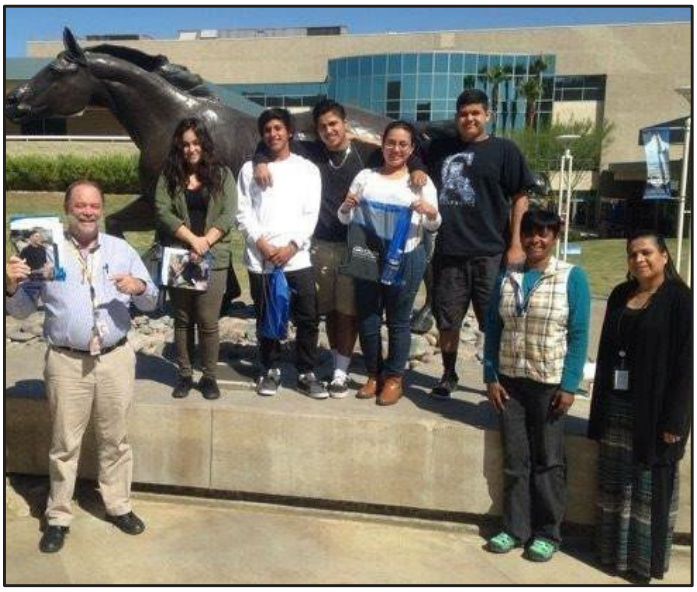
GRADS

Welcome to CBK Charter Come Back Kids

Our school provides an alternative educational environment that is different from the traditional school that you may have experienced in the past. CBK is designed to meet the individual learning needs of our students in an independent study setting.

Our exemplary staff is committed to the success of every student. Upon enrollment, students are assessed in reading and math to determine appropriate placement in grade level classes and to identify any special needs. Students meet with teachers who assist in developing an Individual Learning Plan (ILP) and setting educational goals. Parents are strongly encouraged to participate in these meetings.

Our Western Association of Schools and Colleges (WASC) accredited program includes California Standards based core instruction, credit recovery classes, Career Technical Education (CTE), and elective classes designed to help students develop their career goals and interests.



We invite you to join our learning community and become involved with helping our students reach their full potential. In this handbook, you will find basic guidelines that will help your student in school. Our School Advisory Council is an excellent way to have a voice regarding academic goals and how school funds are spent in support of those goals.

CBK has student leadership organizations and other volunteer opportunities. Our teaching, administrative, and support staff welcome your contributions to student success. Please don't hesitate to become involved.

We hope this handbook will answer many of the questions you have about our school. Our staff welcomes your questions and comments.

Thank you for joining the team dedicated to preparing students for college and the 21st Century workforce.

TABLE OF CONTENTS

~~Come Back Kids~~ **CBK Charter**.....4-5

- Vision Statement
- Mission Statement
- CBK Charter Goals
- Schoolwide Learner Outcomes (SLO's)

Program Description.....6

Student Attendance, Registration, Enrollment and Orientation.....7

- Attendance
- Edulink
- Orientation
- Registration
- Enrollment
- Records and Transcripts
- ID Cards
- Student Medication
- Textbooks
- Positive Behavior Intervention and Supports (PBIS) Matrix
- On Campus Parking

Student Expectations.....8-14

- Discipline Goals
- Behavior Expectations and Dress Code
- Academic Honesty
- Policy Prohibiting Discrimination, Harassment, Intimidation, and Bullying
- Policies and Procedures for Suspension and/or Expulsion
- Emergency Drills

Child Abuse Reporting, Sexual Harassment, and Academic Expectations.....16

- Child Abuse Reporting, Sexual Harassment, Academic Expectations

Academic Program Description 15-17

- Academic Expectations
- Individual Learning Plans
- Earning Credits
- Credit Recovery
- Electives / Co-curricular Activities
- Academic Intervention and Tutoring
- Assessments
- Report Cards, Grades, and Grading Periods
- Testing
- Graduation Requirements

Student Support Services and Programs 18-20

- English Language Learners (ELL)
- English Learner Redesignation Criteria
- Special Education
- Foster Youth Services
- College Connection
- Career Technical Education
- Concurrent Enrollment
- Counseling Services
- Dropout Prevention Specialists
- Dropout Prevention Programs
- Work Experience and Internships

Parent Involvement Opportunities and Support Services 21

- School Advisory Council
- English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC)
- Volunteers

Parent Involvement Policy 22

Site Locations and Contact Information 23

Acknowledgement of Receipt and Parent Involvement Survey 24

Mission

Creating personalized learning opportunities for all students to prepare them to be future ready through rigorous academics, post-secondary opportunities, and safe and supportive learning environments.

Vision

Preparing every student for success in college, career, and the community.

Goals

Our goal is to prepare students for future success by providing a supportive school environment that focuses on increasing academic and pro-social skills and

~~Come Back Kids~~ CBK Charter operates as a charter school under the authority of the Riverside County Superintendent of Schools, as a unique public school designed to:

- Provide parents/caregivers and students with expanded choices in the types of educational opportunities that are available within the traditional public school system.
- Reach students who have “dropped out,” or are not currently enrolled in any school or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- Educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning or make up credits.
- Increase student learning and academic performance.
- Provide alternative methods to master core content standards.
- Create challenging academic standards.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- Stimulate student’s natural interests and curiosity.
- Provide individualized instruction through student-tailored standards-based curriculum as the primary arrangement.
- Develop life-long learners who are self- motivated.

COME BACK KIDS
– Charter –

Growth minded

Resourceful

Actively Engaged

Determined

Socially Responsible

Come Back To Move Forward

POWERED BY

Come Back Kids (CBK) Charter

Come Back Kids (CBK) is an independent study program for students ages 16-23 who wish to re-enroll in a high school educational program.

Students receive the opportunity to:

- Complete high school graduation requirements/ credits (200).
- Prepare for the GED/HiSET.
- Take dual and concurrent enrollment courses at community college.
- Have access to a-g approved courses.
- Create an individual learning plan.
- Enroll in Career Technical Education (CTE) career courses.
- Participate in College Connection.
- Have exposure to high tech, high demand careers.
- Participate in leadership opportunities.
- Have access to 25 locations.
- Attend a graduation ceremony and senior events.

Eligibility Criteria:

- Student: 16 years to 23 years.
- Desire to return to school.
- Willing to create short and long term goals toward completing education.

Student Orientation, Registration, Enrollment, and Attendance

Orientation

Prior to enrollment, all students and parents will participate in a CBK Orientation, to determine the appropriateness of placement. During orientation, CBK staff will provide a presentation of curriculum, graduation requirements, course expectations and, general policies and procedures. Orientations are provided in person and online. Dates and links are available on our website at: www.rcoe.us/cbk.

Registration

Students may register after an in-person orientation if they have all required documents. All other students will need to set an appointment with a registration technician. The following documents are needed to complete registration:

- Transcripts
- Immunization Records (if under 18)
- Proof of age shall be required of all enrolling students. The legal evidence of age, in order of desirability, are: birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from parent/guardian.
- Individualized Education Plan (IEP) (if they are a Special Education student)
- Psychological Report (if they are a Special Education student)

Enrollment

The student's actual enrollment will begin when they report to school on their first day. Students will meet with their teacher to review their transcripts and develop their class schedule.

Attendance

Student attendance and achievement are directly related. Students are required to maintain a minimum of 90% attendance. Attendance is measured by the students' completion of assigned coursework.

Each week, teachers will assign five (5) full days of coursework to the student. Students can call or visit their teacher with questions about assignments or clarification of educational material. It is expected that all of the assigned coursework will be completed in an acceptable manner each week in order to receive attendance credit and maintenance of regular course progress. Incomplete work is not acceptable.

Parents/Students will be notified when a student does not complete his or her weekly assignments.

The ~~Come Back Kids~~ CBK Charter requires each student to be engaged in an educational activity each weekday that school is in session and requires that this daily engagement be documented on a daily basis by the parent, guardian, or adult student.

If assigned work is not completed or a student misses their assigned appointment, the student may be removed from the program. Timely communication with your teacher is key to maintaining continued enrollment.

Records and Transcripts

Parents or students may request official copies of their student transcripts by contacting their school secretary or attendance registration technician located at the regional learning centers.

Student ID Cards and Parking Permits

Students are required to have identification cards (ID) when they are on campus. Students who drive cars on campus are required to provide a copy of their driver's license and automobile insurance in order to obtain a parking permit.

Visitors on School Campuses- School Visiting Procedures

All visitors and outsiders, as defined in law, local policy of the host school, and administrative regulations, shall register immediately upon entering any school building or grounds. Parents/Guardians and members of the media (including a publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station) shall register upon entering school premises during school hours (95 Ops.Cal.Atty.Gen. 509, 1996).
When a Riverside County Office of Education class/ program is located on a school district site, the policy and guidelines of the host school shall prevail for this purpose.

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors/ outsiders while they are on school grounds.

The site administrator or designee shall provide a visible mean of identification for all individuals, including parents/guardians, who are not students or staff members while on school premises. Volunteers, visitors, parents/guardians, substitute employees, vendors and contractors shall wear a badge or other visible means
of identification for the duration of their time on school premises. Students and staff should wear visible means of identification, if available.

The Riverside County Office of Education encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the Riverside County Office of Education's complaint processes if they have concerns with any Riverside County Office
of Education program or employee. In accordance with Penal Code 626.7, the site administrator or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds. The Riverside County Office of Education recognizes that under California law, any person whose conduct materially disrupts classwork or extracurricular activities or causes a disturbance on school grounds may be guilty of a misdemeanor and subject to fine, imprisonment, or both. When such conduct occurs, the Riverside County Superintendent
of Schools may take action leading to the imposition of these penalties.

Possession of unauthorized dangerous instruments, weapons or devices is prohibited on school premises, on any public right-of-way immediately adjacent to school property, or any other place where a teacher and student(s) are required to be in a connection with assigned school activities.

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

1. A student of the school, unless currently under suspension.
2. A Riverside County Board of Education member or Riverside County Office of Education employee.
3. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request.
4. A representative of a school employee organization who
   is engaged in activities related to the representation of school employees.
5. An elected public official.

In order to register, an outsider shall, upon request, furnish the site administrator or designee with the following information (Penal Code 627.3):

1. His/her name, address, and occupation.
2. His/her age, if less than 21.
3. His/her purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

The site administrator or designee may refuse to register any outsider if he/she reasonably concludes that the individual's presence or acts would disrupt normal school operation, threaten the health and safety of students or staff, would result in damage to property,
or would result in the distribution or use of a controlled substance. The site administrator or designee or school security officer may revoke any outsider's registration
if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff (Penal Code 627.4). If such a person
is a parent/guardian, appropriate consideration and accommodations will be made with respect to their legal right to participate in their student's education.

When an outsider fails to register, or when the site administrator or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the site administrator or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment (Penal Code 627.7).

Any person who is denied registration or whose registration is revoked may appeal to the Riverside County Superintendent or site administrator by submitting, within five dates after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the County

Superintendent or site administrator shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Riverside County Superintendent or site administrator shall be held within seven days after receipt of the request. (Penal Code 627.5).

School Visiting Procedures-Presence of a Registered Sex Offender on Campus - EC §§ 49091.10 and 51101 Parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Any person who is required to register as a sex offender pursuant
to Penal Code 290, including a parent/guardian of a Riverside County Office of Education student, shall only enter upon school grounds for lawful business and after obtaining written permission from the Riverside County Superintendent, site administrator, or designee. As necessary, the site administrator shall consult with local law enforcement authorities and/or legal counsel before allowing the presence of any such person at school
or other school activity. The site administrator also shall report to the Riverside County Superintendent or
designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Any person required to register as a sex offender pursuant to Penal Code 290, including parent/guardians, shall only enter upon school premises for lawful business and after obtaining written permission from the Riverside County Superintendent, site administrator, or designee (Penal Code 626.81). The Riverside County Superintendent, site administrator, or designee shall make the determination regarding whether to grant access, for what purpose, and the duration of such access, based upon available information and upon consultation with local law enforcement authorities or legal counsel, if necessary. If a registered sex offender
is granted written permission and has lawful business to enter upon school premises, he/she shall be
accompanied by the site administrator or designee at all times while on school grounds.

Administration of Prescribed Medication

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self- administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such mediation is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Administration of Epilepsy Medication – EC § 49414.7

If a pupil with epilepsy has been prescribed an emergency anti-seizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency anti-seizure medication in the event that the pupil suffers a seizure when a nurse is not available.

Textbooks, Tablets (Technology Tools), and Instructional Materials

Textbooks and tablets are issued without charge to students. Textbooks must be returned at the end of the year or when the student withdraws from school.

Responsibility for textbooks rests solely with the student to whom the books have been issued. Students will be charged for the textbooks that have been lost, stolen, or damaged beyond reasonable wear and tear. Tablets are checked out to students to use during the school day. Students are responsible for appropriate use of tablets and computers as indicated in the Technology Acceptable Use policy.

Student Discipline

Student discipline at CBK is based on Positive Behavior Support. Our discipline goals are to:

- Educate all students
- Develop safe, trusting, self-managing classrooms.
- Improve attendance by building student's motivation and helping them take responsibility for their actions and performance.
- Reinforce the role of emotional intelligence in teaching.

Behavior Matrices for CBK sites are included in the back of this handbook.

Come Back Kids Charter adheres to the Riverside County Office of Education dress code, which has established standards for student dress and grooming. The dress code is in effect during school hours as well as during school sponsored activities. Each regional learning center seeks to maintain a positive learning environment where mutual respect and high personal standards are established.

Students who come to school in clothing that is inappropriate will be assigned a disciplinary consequence and will be required to change into school appropriate attire. If a student refuses to wear a loaned dress code violation item or if a parent cannot bring a change of clothing, the student will be sent to On Campus Detention for the remainder of the day.

- All clothing and accessories must be school appropriate.
- Clothing and accessories must not promote illegal substances, violence, alcohol, or sexually explicit material.
- There are certain brand names that are not acceptable: Skin, SRH, Hustler, Metal Mulisha, 187, Playboy, Hooters will not be allowed on campus. Attire that identifies a city, area code, or a region will not be allowed. For example: a t-shirt with “San Diego 619” printed on it will not be allowed.
- Clothing and accessories must be free of safety pins and spikes.
- No strapless clothing or blouses with one strap (straps may not be tied or hooked on with pins, and must be at least 1” thick).
- Shirts must be worn at all times.
- Clothing shall be sufficient and size-appropriate to conceal all undergarments at all times.
- The bottom of the shirt and the top of the pants must meet.
- Do-rags, wave caps, bandanas, and hair picks are not allowed at school.
- No clothing to deliberately conceal the identity of a student (hoods, scarves, bandanas).
- Shoes must be worn at all times. Shoes must be appropriate for the school activity and school safety (no bedroom slippers, flip flops, steel toed shoes or boots).
- Sweatbands may be worn during physical education classes only.
- Chains are not permitted when attached to a wallet or worn on clothing. These will be confiscated if they are brought to school.
- Items that are classified as drug paraphernalia are not permitted to be worn as accessories or clothing.
- Any clothing, purse, backpack, notebook, jewelry, etc., displaying a hate symbol is strictly prohibited at school.
- Gloves are allowed only in cold weather.
- Hats are not allowed.
- No sports team jerseys, logos, or numbers may be worn on campus.
- Any gang related tattoos must be covered.
- Sunglasses may not be worn indoors (unless under doctor’s prescription).
- Hoods on shirts, sweatshirts, or jackets must not cover the face and/or head in class.

When a new fashion trend becomes a symbol that may be dangerous, anti-social or the arrangement of specific clothing items denotes gang affiliation, the regional learning center administration reserves the right to prohibit such items and arrangements.

Parent(s)/guardian(s) and students have the primary responsibility to see that students are properly attired for school. School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning. Site administration may authorize special activity event days where exceptions to the student dress code may be allowed. Students who violate any part of the dress code will be given an opportunity to change to their own clothing or to wear school-provided alternative clothing

Expectations for Student Behavior

Come Back Kids Charter implements a program that encourages students to exemplify strong commitments to citizenship, personal responsibility, moral and ethical character, mutual respect, and dignity. School resources are utilized to help students develop self-control and willing cooperation.

The main goals of the comprehensive school-wide discipline plan are :

1. To assist students in achieving self-discipline.
2. To protect the welfare of all students.
3. To maintain a school environment that is conducive to learning. The expected behavior of students includes the following:

1. Self-discipline/control
2. Personal/public accountability
3. Personal responsibility
4. Respect for the rights and property of others
5. Cooperation
6. Compliance with directives
7. Acceptable attitude
8. Sense of fairness
9. Thoughtfulness and consideration

Campus-wide Rules

1. Unsafe acts, such as fighting, hazing, initiation, rough or play fighting, or birthday swats are prohibited.
2. Inciting others to violence or disobedience, which includes encouraging others to fight, is prohibited.
3. Discriminatory acts, which include verbal or written acts toward a person that promote negative stereotyping, degrades, or flagrantly demeans any individual, are prohibited.
4. Disorderly conduct, which includes engaging in violent, abusive, indecent, profane, obscene, vulgar, boisterous, unreasonably loud, or other conduct which tends to cause or provoke a disturbance, is prohibited.
5. Disrespect, which includes insulting or derogatory names, inappropriate gestures, and actions toward staff members, is not permitted.
6. Gang type writing, signing, tagging or doodling on books, notebooks, backpacks, and clothing or on desks is not permitted.
7. Profanity or insulting language is not permitted.
8. Forgery, the act of falsely using, in writing, the name of another person or falsifying time, dates, grades, addresses or other data on school forms, is prohibited.
9. Signaling a false fire alarm is prohibited.
10. Gambling is not permitted.
11. Possession of pornographic, obscene or vulgar pictures, objects or other materials is prohibited.
12. Bicycle riding or skateboarding is not permitted on campus.

Classroom Rules

Each classroom teacher establishes rules based on agreed upon Positive Behavioral Interventions and Supports (PBIS) for their room and the consequences should the student choose to break those rules. These are established within the first few days of school and are reviewed with the parent(s)/guardian(s) at Back to School Night.

1. Show respect to others.
2. Students are responsible for their textbooks and required materials.
3. Students are not to use rude, abusive, insulting, and/or profane language.
4. There is to be no willful destruction of school or private property.
5. Cheating includes dishonesty while completing school work, plagiarism, and or falsifying or altering records.
6. Cell phones may not be used during instructional/class time.

Academic Honesty

The ~~Come Back Kids~~ CBK Charter is committed to maintaining academic honesty. Honesty is the essence on which all human relationships are founded. Academic dishonesty is almost always an attempt by a student to show possession of a level of knowledge or skill, which he/she does not possess.

Definition of Plagiarism/Cheating:

1. A student uses anyone else's knowledge or work and says it is his/her own.
2. A student uses a "cheat sheet" while taking an examination in class.
3. A student turns in an assignment that someone else has written.
4. A student puts a quotation in a term paper without it being footnoted properly or without giving proper credit or identifying the person who wrote it.
5. Student A, knowingly and willfully allows, Student B, to use his/her work and, Student B, presents it as his/her own work.

Once the teacher determines that cheating has occurred, the assignment will be graded as a failure(F) and a zero will be recorded in the grade book. Students violating the honesty policy will be referred to the principal and appropriate disciplinary action will be taken.

Policy Prohibiting Discrimination, Harassment, Intimidation, and Bullying

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. ~~Come Back Kids~~ CBK Charter prohibits bullying.

This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

RCOE recognizes the harmful effects of bullying on student learning and new school attendance and desires to provide safe school environments that protect students from physical and emotional harm. RCOE employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Bullying is defined in Education Code section 48900(r).

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Only police officers are allowed to investigate a discipline matter involving evidence on a cell phone or on social media.

Intervention

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site- level procedures. When a student is reported to be engaging in bullying off campus, the principal or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level procedures. When a student is reported to be engaging in bullying off campus, the principal or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the principal or designee also may file a complaint with the internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so. Acts of discrimination or bullying should be brought to the attention of the principal. Students may make an anonymous complaint by contacting the principal. If there is sufficient corroborating information, RCOE will commence an investigation. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the policies on bullying or discrimination may be subject to discipline, including suspension and expulsion. RCOE prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

Parent Responsibilities

- Understand and discuss this policy and school rules with your child.
- Report incidents of bullying or harassment to your student's teacher, counselor, principal, or principal's designee.
- Learn the warning signs that your child might be a victim of bullying or a bully.

Resources for Anti Bullying and Cyber Bullying

121 Help Me:1-855-201-2121

Stop Bullying: www.stopbullying.gov

Stop Cyberbullying: www.stopcyberbullying.org

Common Sense Media:

www.commonsensemedia.org

Policies and Procedures for Suspension and/or Expulsion

Classroom discipline procedures at CBK Charter ~~Come Back Kids~~ are the responsibility of the individual teacher. However, serious misbehaviors including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs results in the student being sent immediately to the office where the principal or his/her designee will conference with the student.

Due Process

All suspensions are preceded by an informal conference between the student and a school administrator during which the student shall be informed of the reason for the suspension and the evidence that supported the action. It is the policy of the school to telephone parents at the time of the suspension, but in all cases, a notice is mailed within 24 hours. Usually a parent conference is requested to take place as soon as is practicable. Parents or guardians are requested to respond to such conferences. Depending on the severity and circumstances, further action may be required such as detention, suspension or expulsion. In these instances, parents will be notified either by phone or mail.

The following rule infractions will lead to an automatic suspension and consequences from law enforcement: Education Code 48915 (a) (1)

A. Causing serious physical injury to another person, except in self-defense.
B. Possession of any knife, or other dangerous object of no reasonable use to the pupil.
C. Unlawful possession of a controlled substance.
D. Robbery or extortion.
E. Assault or battery upon any school employee. Education Code 48915 (c)

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault, or committing a sexual battery.
5. Possession of an explosive.

Students may be suspended for the following 48900 Education Code violations:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self- defense.
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(c) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(d) Committed or attempted to commit robbery or extortion.
(e) Caused or attempted to cause damage to school property or private property.
(f) Stole or attempted to steal school property or private property.
(g) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
(h) Committed an obscene act or engaged in habitual profanity or vulgarity.
(i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(j) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(k) Knowingly received stolen school property or private property.
(l) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(m) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(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 purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(q) Engaged in an act of bullying. Engaged in an act of bullying. "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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4.

(r) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.
Committed sexual harassment (grades 4-12 only).
Caused, attempted to cause or participated in an act of hate violence (grades 4-12 only).
Created an intimidating or hostile educational environment by intentionally engaging in harassment, threats or intimidation against a pupil or group of pupils (grades 4-12 only).
Terrorist threats against school officials, school property, or both.

A suspended student shall not

- Be allowed to loiter on or around any district property.
- Be allowed to participate in any school activities not open to the public.

Students with disabilities must have a manifestation determination after 10 days of cumulative suspension.

Positive Re-Enforcement for Appropriate Behavior

The staff at each school believes that when students choose to follow school rules, their positive behavior should be rewarded. As opportunities arise, special events or activities are used to reward student for positive behavior.

Procedures for a Safe and Orderly Learning Environment-Canine Detection

RCOE strongly believes in safe campuses and all students are behaving in a responsible manner. The purpose of the canine program is to serve as a deterrent to students who might bring harmful items on to campus and to provide all students and staff with a safe environment. Each school participates in random canine inspections using non-aggressive detection canines certified to detect illicit drugs, alcoholic beverages, and gunpowder.

Emergency, Fire, and Disaster Procedures

Fire Drills: Each school holds fire drills on a regular basis. As amended by SB 575 (Ch. 725, Statutes of 2001), Education Code 32001 states that every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

- The principal shall notify the staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building (5 CCR 550).
- Teachers shall ascertain that no student remains in his/her classroom and the building.
- Teachers and/or campus security supervisors shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal/designee and/or campus security supervisor shall keep a record of each fire drill conducted and file a copy of this record with the office of superintendent or designee. Refer to RCOE School Site Emergency Drills and Procedures Reference Guide #009.

Fires:
When a fire is discovered in any part of the school, the following actions shall be taken (cf. 0450 – School Safety Plan; cf. 3516 – Emergency and Disaster Preparedness Plan):

- The principal or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system.
- The principal or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to a designated assembly area.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
- In outside assembly areas, the principal or designee and/
  or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Earthquakes:
Earthquake emergency procedures include: a school building disaster plan, drop and cover procedures, dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools, protective measures to be taken before, during, and after an earthquake, a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system.
A drop/cover/hold-on procedure in which students and staff members:

a. DROP to the ground
b. Take COVER by getting under a study desk or table, and
c. HOLD-ON to it until the shaking stops.

Shelter in Place
One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors.

Lock Down
In the event of any emergency that may require a lockdown, the school site administration and school police will work cooperatively and keep one another informed. The school principal or administrative designee or police makes the decision to lockdown.

Air Quality Reports
During times of heightened air pollution (especially spring, summer, and fall) RCOE (OSS, Safety Emergency Management) sends out a daily air quality report obtained from local government sources. This report makes recommendations of individual physical activity based upon the current air quality. Each school uses this to limit outside activities, especially physical education, to protect the health of our students and staff.

Child Abuse Reporting Procedures
As mandated reporters, the staff at each school follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Pen. Code, 11166, subd. (g).

Sexual Harassment Policies
Each regional learning center adheres to the guidelines on sexual harassment set forth by the Riverside County Office of Education. The Board of Education prohibits sexual harassment in the working environment of RCOE employees or applicants by any person in any form. Sexual harassment of or by any employee is not tolerated. The Board considers sexual harassment to be a major offense, which may result in disciplinary action or dismissal of the offending employee or suspension/expulsion of any offending student.

It is the policy of the Riverside County Office of Education that sexual harassment is unacceptable conduct in the workplace and is not tolerated. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or education setting.

Sexual harassment guidelines apply to school personnel, as well as students. Kindergarten through third grade students are not responsible for their behavior according to California State Law. However, students in fourth through fifth grade are subject to all legal actions under the law.

Purpose: The purpose of the policy is to provide the work environment free of sexually harassing conduct or behavior and to provide uniform guidance and procedures on this subject.

The site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the RCOE's harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading, or exploitative treatment or any other form of sexual harassment.

Upon enrollment in the CBK, students and their parent/guardian will meet with their teacher to review their current academic level. Students will set academic achievement and behavior goals based on testing information, transcripts from previous schools and other relevant sources. These goals and the supports identified for meeting them will be incorporated into the student's Individual Learning Plan (ILP). The ILP will guide the student's academic program at CBK. The ILP goals will be reassessed each semester.

Earning Credits towards High School Graduation

Students typically earn five credits for fully completing a one semester, 18 week course or a double block nine week course. Students who do not complete coursework or who are frequently absent may earn fewer than five credits. Course grades and credit is determined by completed coursework, course assessments, student projects, and writing assignments.

Credit Recovery

Students who are deficient in credits based on their years in school will have the opportunity to recover credits in after school classes and online credit recovery classes. Other options for credit recovery include enrolling in CTE, work experience classes, and concurrent college courses.

Intervention Courses

Students who test below grade level on the math and reading entrance tests will be placed in credit intervention courses in math and language arts. Additional tutoring sessions are offered.

Report Cards, Grades and Grading Periods

Grades are issued every 9 weeks from the school start date. Report cards are issued each semester. Semesters are 18 week grading periods. Class credit is issued in 5 credit blocks, unless students leave the class or fail to complete all 5 credits. In that case, partial credits may be issued.

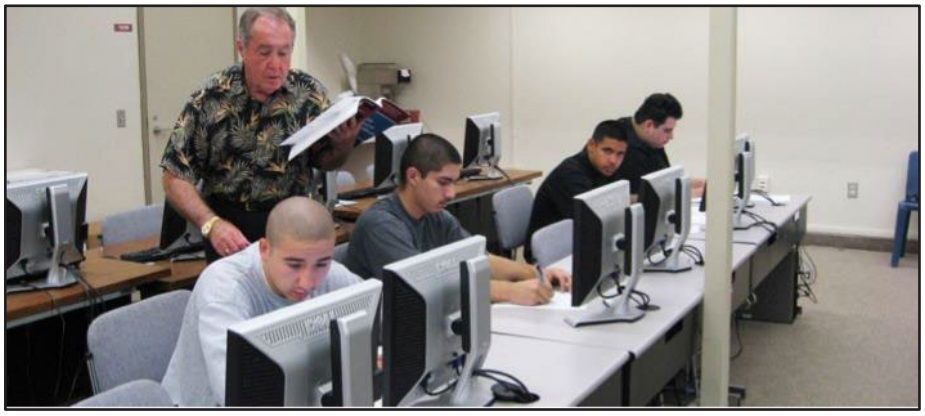
Assessments

Students are required to participate in standardized tests multiple times throughout the year. It is imperative that students prepare for these tests and perform to the best of their ability. Information from these tests allows ~~Come Back Kids~~ CBK Charter to determine a student's placement in classes and in academic intervention. The following is a list of tests your student may take during the school year.

Test Name	Dates administered	Purpose
Math and Reading placement tests	At enrollment and every 90 days afterwards.	To measure academic levels and measure progress.
California English Language Development Test (CELDT) or Test of English Language (TEL)	October	State requirement to measure English Language acquisition for English Language Learners only.

CBK notifies parents/guardians of their pupil's participation in the California Assessment of Student Performance and Progress/California Alternate Assessments system in accordance with Education Code section 60604. The notification to parents or guardians shall include a notice of the provisions outlined in Education Code section 60615. A parent or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered shall be granted.

A parent or guardian may annually submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to Education Code section 60640 for the school year. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records. The Local Education Agency (LEA) and its employees may discuss the CAASPP assessment system with parents and may inform parents of the availability of exemptions under Education Code section 60615. The LEA and its employees shall not solicit or encourage any written exemption request on behalf of any child or group of children.



Academic Expectations

Students should demonstrate academic progress by increasing scores on district and state assessments and making progress towards their graduation requirements. Students are expected to earn a minimum of 30 credits each semester

Graduation Requirements

Come Back Kids Charter requires 200 credits to graduate. The following table lists the credit requirements in each subject area.

Required Courses	Required Credits
English/Language Arts ■ English Language Development (ELD) in Grade 9	30
Mathematics (Including completing the Algebra I requirement through Integrated	20
History/Social Science: ■ World History (10 credits) ■ United States History (10 credits) ■ American Government (5 credits) ■ Economics (5 credits)	30
Science ■ Life Science (10 credits) ■ Physical Science (10 credits)	20
Physical Education	20
Fine Arts/Foreign Language	10
Electives including Health	70
Total	**200**

The ~~Come Back Kids~~ CBK Charter strives to provide a full range of support services to our students and their families.

English Language Learners

All ~~Come Back Kids~~ CBK Charter teachers are credentialed to provide specialized instruction to English language learners (ELL). ELL students participate in mainstream core curriculum classes with modified instruction based on their English language ability. ELL students may also be placed in research based intervention classes designed to accelerate the students English language skills. The student's English development is assessed yearly with the CELDT/TEL test. Support services for ELL students may include, but are not limited to modified lessons and testing, individualized instruction or tutoring, and support in their primary language.

English Learner Redesignation Criteria

All of the following criteria must be met to redesignated English Learners to Fluent English Proficient Learners:

1 English Language Development Test overall English proficiency at Early Advanced level or higher with each skill area score at Intermediate level or higher.
2. AccucessTest.
3. Teacher evaluation of the student's curriculum mastery.
4. Parent opinion and consultation.

English learner (EL) students on Individual Education Plans (IEPs) must not have "an alternate criteria." Each EL on an IEP must be treated individually and the IEP team must decide to reclassify or not based on their analysis of the student's disabilities, performance, and assessments. Once an IEP team has this discussion, notes, and minutes must be taken and be part of the IEP forms.

~~Special Education~~

All special education students receive the services identified in their Individual Education Plan (IEP). Services are provided by a credentialed special education teacher who is responsible for implementing the goals and objectives identified in the IEP. Individual Education Plans are reviewed at least annually by the IEP team which consists of the teacher, administrator, student and parent/guardian. Other support people may be included in the IEP team. Support services for special education students may include, but are not limited to, accommodations in lessons and testing, individualized instruction, speech and language, and career transition services. Parents and students are encouraged to review their Procedural Safeguards and Guidelines for additional information related to special education services.

Foster Youth Services

The Riverside County Office of Education, Foster Youth Services Coordinating Program is an educational advocacy program that provides services to dependents residing in group homes, foster homes, and in homeless situations. The purpose of the Foster Youth Services Coordinating Program is to provide advocacy and other services designed to help increase academic achievement and decrease truancy and discipline referrals. Goals of the Foster Youth Services Coordinating Program include improving educational access and outcomes for foster youth.

The Foster Youth Services Coordinating Program offers many services to foster care providers, foster care agencies, group homes, and all foster youth throughout Riverside County. The services include:

- Tutoring services.
- Advocate services including assistance for students who are experiencing delays in enrollment.
- Assistance to placing agencies and care providers in meeting legal obligations when foster youth are placed in new school districts.
- Assistance to school districts.
- Assistance in mediation between group homes, school districts and/or placing agencies.
- Collaboration with county departments and agencies including local colleges and independent living programs.
- Training for all stakeholders on critical issues, including educational rights, legal mandates, special education and other school related topics.
- Provides various educational and motivational programs and events to assist youth with successful transition from foster care.

Foster Youth Services

Hand of Support ♥ Heart of Hope

College Connection Program

Riverside City College (RCC) staff provides individualized educational and transitional support services to all foster, unaccompanied, and at-risk youth who attend ~~Come Back Kids~~ CBK Charter and reside in foster and group homes throughout Riverside County. RCC specialists engage youth by establishing pathways for students to obtain their High School Diploma, Certificate of Completion, or take the High School equivalency test. The RCC specialists provide students with a post-secondary transition plan that includes academic resources, linkage to colleges and universities, career mapping with identified career and technical training, job placement and financial aid application assistance. The RCC specialist follows up periodically with the student in order to review the student's transcript and to review post-secondary education goals.

Career Technical Education (CTE)

CTE classes are offered in person or online throughout the county. CTE can help students get the training and experience needed to get a job.

Work Experience and Internships

Students 16 years of age or older may participate in the work experience program contingent upon good behavior, good grades, and attendance. Work experience will be administered by a work experience teacher.

Students will be required to have a valid work permit obtained from the work experience teacher. They will attend a one-hour a week class to comply with the work experience requirements. Up to 10 credits may be earned in a semester (every 30 hours worked is 1 credit). Students may also participate in a career exploration class for credit.

Access to Internet and Online Sites

One of the goals of CBK is to assist in advancing the use of technology to enhance student learning. Access to technology is a privilege, not a right, and students must follow guidelines and procedures regarding acceptable use of technology. All students and their parent(s)/ guardian(s) shall sign the Acceptable Use of Technology Agreement prior to using district technological resources. RCOE shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Concurrent/Dual Enrollment

Concurrent enrollment provides high school students with the opportunity to take college level classes at their local community college. Students must be 16 years or older and complete the admission process for concurrent enrollment at the college. Students in concurrent enrollment classes earn credit towards both high school graduation and college. These classes offer an opportunity for students to recover credits or accelerate their high school program.

CBK does offer some college level classes. These classes are introductory college classes designed to simplify the transition between high school and college. Students who complete these courses earn credit towards both high school graduation and college. school environment. Dropout prevention programs operate in all of our school sites and include mentoring relationships with community leaders, relevant coursework, extracurricular activities, academic support and intervention programs, work experience, and internship opportunities. The CBK Charter has partnerships with local youth accountability teams and youth opportunity centers throughout Riverside County.

Dropout Prevention Specialists

Community and Dropout Prevention Specialists work with students, families, teachers, and other school personnel to address a variety of issues which may interfere with student success. Some of the issues they address are attendance, behavior, health, and referrals to other community resources.

/

olunteers are always welcome at CBK Charter. Any amount of volunteer support is beneficial not just for the students, but also for the overall success of the school program. Please inform the administrator, school secretary, or teachers, of the time you have to offer as a volunteer. A TB test and fingerprinting are required to work with students. Parent(s)/guardian(s) are encouraged to participate in the School Advisory Council which meets approximately four to five times a year. Your input is very important.

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~~Come Back Kids~~ CBK Charter ADMINISTRATIVE REGULATION 6020

The ~~Come Back Kids~~ CBK Charter School has adopted and is implementing a policy on parent involvement. (EC § § 11500- 11504, 51101 (b); 20 U.S.C. § 6318 (a)(2).)

1.1 The LEA receiving Title I, Part A funding has developed jointly with, agreed to, and distributed to parents a written parental involvement policy describing how the LEA:

(a) Involves parent in the joint development of the LEA Plan and in the process of school review and improvement. (20 U.S.C. § 6318 (a)(2)(A).)
(b) Provides coordination, technical assistance, and other support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318 (a)(2)(B).)
(c) Builds school and parent capacity for strong parental involvement. (20 U.S.C. § 6318 (a)(2)(C).)
(d) Coordinates and integrates Title I, Part A parental involvement strategies with parental involvement strategies of other programs. (20 U.S.C. § 6318 (a)(2)(D).)
(e) Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in Title I activities, uses the findings of the evaluation to design strategies for more effective parental involvement; and revises, if necessary, the Title I parental involvement policies. (20 U.S.C. § 6318 (a)(2)(E).)
(f)) Involves parents in activities of schools served by Title I. (20 U.S.C. § 6318 (a)(2)(F).)

1.2 The LEA policy on parent involvement for all students (Title I and non-Title I) in the LEA is consistent with the following goals and purposes: (EC § § 11502, 11503, 11504, 11506.)

(a) Help parents develop skills to use at home that support their children's academic efforts and social development.
(b) Provide parents with techniques and strategies that may utilize to improve their children's academic success and to assist their children in learning at home.
(c) Build consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
(d) Train teachers and administrators to communicate effectively with parents.

1.3 The LEA receiving more than $500,000 in Title I, Part A funds reserves not less than 1 percent of its allocation to carry out 20 U.S.C. § 6318 including promoting family literacy and parenting skills. (20 U.S.C. § 6318 (a)(3)(A).)

1.4 Parents of Title I students are involved in the decisions regarding how the 1 percent reservation for parental involvement is allotted for parental involvement activities. (20 U.S.C. § 6318 (a)(3)(B).)

Anza CBK
Hamilton High School
57430 Mitchell Rd
Anza, CA 92539

Arlington Regional Learning Center
6511 Arlington Avenue
Riverside, CA 92504
(951) 826-4400

Betty G. Gibbel Regional Learning Center
1251 Eagle Road
San Jacinto, CA 92543
(951) 826-4250

Blythe CBK (Coming soon)

Corona CBK
3785 Neece Street
Corona, CA 92879
(951) 817-3072

David L. Long Regional Learning Center
41350 Guava Street
Murrieta, CA 92583
(951) 296-8700

Desert Hot Springs CBK
11-711 West Drive
Desert Hot Springs, CA 92240
(760) 778-2812

Dr. Milo P. Johnson Center for Learning
671 N. Florida Avenue, Room C-4
Banning, CA 92220
(951) 826-4550

Don F. Kenny Regional Learning Center
47-336 Oasis Street, Room 41
Indio, CA 92201
(760) 863-3065

Educational Options Center CBK
6401 Lincoln Avenue
Riverside, CA 92506
(951) 276-7670

Empower Youth Hemet
930 N. State Street
Hemet, CA 92543
(951) 765-0917

Grindstaff CBK
9825 County Farm Road
Riverside, CA 92504
(951) 826-6548

Jurupa CBK
10551 Bellegrave Avenue
Jurupa Valley, CA 91752 Room
G6
(951)-360-1006

Lake Elsinore Planet Youth
400 W. Graham Boulevard Lake
Elsinore, CA 92530 **(951) 471-8415**

Mead Valley CBK
21580 Oakwood Street
Perris, CA 92570
(951) 657-2014

Mecca CBK
Boys and Girls Club Mecca
91391 66th Avenue
Mecca, CA 92254

Moreno Valley Regional Learning Center
13730 Perris Boulevard
Moreno Valley, CA 92553
(951) 826-4900

Perris CBK
515 E. 7th Street Perris, CA
92570
(951) 657-2014

Riverside Youth Opportunity Center
2060 University Avenue
Riverside, CA 92507
(951) 784-1026

Rubidoux Youth Opportunity Center
5656 Mission Boulevard
Riverside, CA 92509
(951) 683-9622

Val Verde Regional Learning Center
3010 Webster Avenue, Library Perris, CA
92571
(951) 826-4300

Palm Springs CBK
1800 East Vista Chino Road Palm
Springs, CA 92262 **(760)-863-3091**

Santa Fe/Hemet CBK
831 E. Devonshire Avenue Hemet
92543
(951) 826-6458

School of Career Education
2100 East Alessandro Boulevard Riverside,
CA 92508
(951)-826-6140

_____acknowledge receipt of the ~~Come Back Kids~~ CBK Charter Parent and Student Handbook, which includes notification of the Parent Involvement Policy.

☐ I am interested in attending Community Breakfasts or other parent events atthe school.

Topics I am interested in are:

_____

_____

_____

_____

_____

_____

_____

_____

Please let us know how we may contact you about parent involvement opportunities at your child's school.

Home Phone: ..... Cell Phone: .....

Email: .....

Student Name: .....

_____

Parent Signature Date

APPENDIX I

~~CBK~~

~~Staff Handbook~~

TABLE OF CONTENTS

Riverside County Office of Education Vision and Mission Statement 2
Administrative Responsibilities 2-5
Principal 2-3
School Counselor 4
School Psychologist 5
Administrative Designee 5
TOA and TOSA Responsibilities 6-7
Lead Teacher Responsibilities and Technology Teacher Leader Responsibilities 7-8
Classified Staff Responsibilities 8
Secretary 8
Office Clerk 9
Attendance Registration Technician 9
Community and Dropout Prevention Specialists 10
Instructional Assistants 11
Campus Security Supervisor 12
Food Service Worker 13
Teacher Responsibilities 14
Academic Expectations, Access to Internet, Attendance Procedures 15
Classroom Instruction, Classroom Activities, Course Grades/Credit Guidelines 16
Deficiency Reports, Student Fees, Awarding Credits 17
Transferring Records of Students in Juvenile Halls and Students of Active Military Duty 18
AB 2306 Juvenile Court School Pupil Grad Requirements, Reciprocity of Academic Credit 19
Harm/Destruction of Animals, High School Graduation Requirements 20
HIV/AIDS Prevention Ed., Independent Study, Pupils with Temporary Disabilities, MTSS, PE 21
Prohibited Areas of Instruction, Protocols for Use of Technology, Staff Attendance, Testing 22
Student Eligibility-Co-Curricular Activities, Textbooks, Units of Study, Videos, Sup. of Students 23
Student Health 24
Administration of Medications, Emergency Treatment, Food Allergies, Lactating Pupils 24
Protocols for Threats of Suicide, Student Accidents/Health Services, Student Wellness, Tobacco 25
School Operations 25
Accidents/Injuries, Claims for Reimbursements 25
Equipment, Early Dismissal, ID Badges/Keys, Use of Technology, Fundraising, Gender Equity 26
Minimum Days, Passes During Class, Records, Release of Information about Students 28
Requisitions, Requests for Conferences, Student Cumulative Files 29
Social Security Numbers, Uniform Complaint Procedures/Williams-Valenzuela 30
Student Enrollment/Registration Procedures 30
Registration/Required Documents 30
Enrollment, Community School Referral, Caregiver Authorization, Homeless Youth, Health Care 31
Immunizations 32
Procedures for a Safe and Orderly Learning Environment 33
CPS Reporting, PBIS, Procedures for Student Checkout, Restricted Campus, ID Cards, Visitors 34
Safe Place to Learn Act, Student Behavior/Dress Code 36
Student Suspension from Class by Teacher, Required Notification to Teachers 37
Releasing Students to Law Enforcement, Emergency Procedures 37
Fire Drills, Earthquake Drills, Shelter in Place, Lockdown 37-40
Air Quality Reports, Hazardous Materials, Search/Seizure 40
Canine Detection, Sexual Harassment 41
Maintenance and Repair 41
Custodians, Maintenance and Repair 41
Parent Involvement 42
Parent Rights, Parent Involvement Policy 42

Appendices

Course Credit Approval Form 43
Community School and Court School Student Schedule 44
Technology Acceptable Use Policy 46

RIVERSIDE COUNTY OFFICE OF EDUCATION
VISION, MISSION STATEMENT, CORE VALUES AND PLEDGE

Vision

Riverside County Office of Education will be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools, and students countywide.

Mission

To ensure the success of all students through extraordinary service, support, and partnerships.

Core Values

Engage in open and honest communication

Build relationships that promote trust

Focus on the needs of students and children

Pledge

All students will graduate from high school well prepared for college and the workforce.

Administrator Responsibilities

Principal

The Principal is responsible for planning, organizing, leading, and directing the educational operations, activities, and services which include Alternative Education, County Court, and other programs as assigned, operating at Regional Learning Centers or other local school sites. Principals are responsible for a wide range of management and administrative responsibilities necessary to provide instructional leadership, maintain budgetary oversight, comply with local, state and federal regulations, supervise assigned staff, establish appropriate relationships with the community and other agencies, and ensure an effective program of student education.

- Plans, directs, assigns, and supervises RCOE educational services conducted at the Regional Learning Centers or other local school sites and detention centers for the purpose of ensuring effective and efficient operations.
- Serves as an instructional leader for students, staff, and the educational program for the purpose of ensuring student success.
- Communicates with students, teachers, law enforcement, probation department, social services, parents, special education administrators, and other school officials for the purpose of discussing a variety of educational, behavioral or other school-related issues, problems or concerns.
- Selects, trains, supervises and evaluates teachers, classified, and other personnel as assigned to ensure effective and efficient operations.
- Develops long-and short-range plans, and facilitates communication between the county office, district personnel, community resources and related agencies to promote student success.
- Manages a wide variety of programs for the purpose of ensuring compliance with state, federal, and/or county regulations.
- Participates in meetings, and leads workshops and Professional Learning Community (PLC) sessions for the purpose of conveying, planning and/or gathering information required to increase staff and student performance.
- Designs and provides professional development opportunities to maintain a highly qualified workforce.

- Facilitates communication between personnel, students, and/or parents for the purpose of evaluating situations, solving problems, and/or resolving conflicts.
- Oversees, reviews, and participates in the development and design of curriculum; establishes and administers curriculum priorities in accordance with state standards.
- Manages school administrative functions such as facilities and budgets to ensure compliance with RCOE procedures and protocols.
- Prepares reports and presentations for the purpose of disseminating information to stake holders.
- Represents the county office within community forums for the purpose of establishing community support and partnerships.
- Coordinates and adheres to testing policies and procedures to assure compliance with local, state and federal requirements.
- Attends Individualized Education Plan (IEP) meetings and ensure appropriate services are available and offered.
- Ensures appropriate adopted and approved instructional materials are provided to meet the needs of all students.
- Establishes open communication with parents/caregivers for the purpose of creating opportunities for parent involvement.
- Assists with the development and implementation of the LCAP.
- Develops school Master Schedule.
- Supervises student registration process.
- Implements student attendance policies and attends School Attendance Review Board meetings.
- Enforces student discipline policies and student dress code. Develops behavior interventions.
- Works with SST.
- Implements Emergency Operation Plan.
- Organizes end-of-the-year activities and graduation ceremonies.
- Coordinates and supervises maintenance of student records.
- Writes and signs staff and student accident reports.
- Works with School Site Council to develop, implement, and evaluate the SPSA.
- Monitors categorical programs and supervises CPM.
- Supervises/Coordinates/Administers all school, district and state assessments.
- Supervises ASB.
- Coordinates graduation ceremony.
- Monitors payroll/time cards, key distribution, and gradebooks.
- Disseminates staff handbook, student handbook, and Safe School Plan.
- Plans Back-to-School Night and parent conferences and attends ELAC and other parent meetings.
- Supervises class coverage/substitutes.
- Approves guest speakers in classrooms, monitors academic contests.
- Supervises/evaluates coaches and athletic programs.
- Approves administrative interns/student teachers.
- Develops WASC self-study reports.
- Supervises physical facility set-up and makes all classroom assignments.
- Maintains asset/equipment inventory.
- Approves expenditures for the general fund, categorical resources, and ASB.
- Approves conference attendance/requests and study trip requests.
- Approves work orders and instructional equipment repair.
- Performs other duties as assigned.

School Counselor Responsibilities

Provides behavioral and educational counseling to individuals and small groups of students; assists students in understanding and seeking solutions to social, emotional, or academic problems and issues; serves as a resource pertaining to student behavior management strategies, and welfare and attendance problems and concerns; and other related functions as required.

- Follows the ASCA School Counselor Standards and ASCA Ethical Standards for School Counselors.
- Understands required graduation requirements for all high schools in the local area including subject requirements based on California (Common Core) State Standards, state assessments such as exit exams or CELDT proficiency tests.
- Utilizes the student information system competently to manage student records.
- Meets with each new student to develop an independent goal plan based on individual student academic and social-emotional needs.
- Provides group or individual school orientation on an ongoing basis to assist students with successful integration into the Riverside County High Schools.
- Works with principals and teachers to develop the school Master Schedule, creates student schedules, and schedules students in classes.
- Collaborates with school and district staff on curriculum development and course offerings.
- Works with the ARTs to ensure students have complete and accurate records.
- Creates a new schedule for each student immediately upon entry into school.
- Evaluates all transcripts for proper grade level, class, subject and program placement.
- Performs final graduation check to determine that all requirements were met for diploma in accordance with Riverside County Office of Education guidelines and policies.
- Provides students with school subject course, Career Technical Education, after school courses and possible concurrent college enrollment offerings.
- Conducts presentations, invites guest speakers on college and career choices that include all possible options such as community college, technical colleges, military recruiting, four-year colleges and employment training opportunities.
- Maintains collaborative networking relationships among community-based agencies such as law enforcement, probation, counseling and social services and other agencies.
- Makes referrals to county Foster Youth Coordinator for AB 216 services.
- Refers students and parents to counseling agencies for needed social-emotional services.
- Is a member if the SARB committees and assists in keeping students attending regularly.
- Writes letters of recommendation and generates school information needed for students returning to district schools, applying to colleges, for places of employment or program recruitment.
- Develops and maintains student data for annual reports, grant applications and accreditations.
- Attends all leadership, county and school staff meetings as assigned.
- Engages in professional development that enhances the counseling profession in assisting student success.
- Evaluates and interprets standardized assessments for proper placement of students.
- Communicates with parents regarding academic and social-emotional progress of students.
- Works with teachers in behavior modification efforts for student academic success.
- Counsels students regarding health issues that may affect their academic achievement and makes referrals as appropriate.
- Collaborates with school psychologists, probation, county social workers as needed.
- Attends IEPs and assists with implementing goals set forth by the IEP team.
- Works with 12th graders on financial aid and scholarship applications.
- Administers group-standardized tests in accordance with district testing programs. Assists with standardized testing and all assessments.
- Performs other duties as assigned.

School Psychologist Responsibilities

The School Psychologist assesses students' intellectual and functional levels; develops behavior plans; provides information on child development issues to school personnel and parents; collaborates with

community agencies regarding individual student plans; provides recommendations for program development and student placement.

- Chairs meetings (e.g., Individualized Education Plan (IEP), site advisory, special county committees, etc.) for the purpose of coordinating activities and ensuring that outcomes achieve school district, county, and/or state objectives.
- Evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized.
- Assesses students' functional capabilities and home and/or classroom environment for the purpose of determining students' functional level and developing recommendations and/or placement.
- Communicates with students and/or parents, teachers, and/or other personnel for the purpose of evaluating situations, solving problems, and/or resolving conflicts.
- Consults with teachers, parents, other personnel, and/or outside professionals for the purpose of providing requested information, developing plans for services, and/or making recommendations.
- Coordinates with community agencies including medical, judicial, social service, and mental health services for the purpose of determining appropriate treatments, etc. to meet the needs of specific students.
- Counsels students, parents, and guardians for the purpose of enhancing student success in school.
- Facilitates meetings, processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.
- Implements school wide program development and program evaluation (e.g., crisis intervention services, etc.) for the purpose of ensuring effective programs to assist children who experience physical, mental, social, or emotional difficulties.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Participates in meetings, workshops, and seminars as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a wide variety of written materials (e.g., quality reports, student activities, correspondence, internal audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information (e.g., budget overviews, accounting processes, distribution formulas, etc.) for the purpose of communicating information, gaining feedback, and ensuring adherence to established internal controls.
- Researches resources and methods (e.g., intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Assists other personnel for the purpose of supporting them in the completion of their work activities.
- Performs other duties as assigned.

Administrative Designee

Education Code 48911 (i) states that in the event that there is not an administrator on campus, a certificated person at the school site may be specifically designated by the principal, in writing, as a "principal designee" to assist with disciplinary procedures. The counselor or the school psychologists shall serve as the primary designee in the absence of the principal. In the event that the principal, counselor, and school psychologist are off campus, the Lead Teacher shall serve as designee. If there is no Lead Teacher available, the principal shall designate a teacher on campus as designee.

Teacher on Assignment (TOA) - Alternative Education/Special Education Responsibilities

Assists with program support; planning and monitoring of Alternative Education/Special Education Programs to ensure compliance; maintaining safety of school environment; assisting in coordinating school activities; communicating information to staff; and perform other related duties as assigned.

- Assist personnel for the purpose of supporting them in the completion of their work activities, facilitate and participate in meetings (e.g., Individualized Education Plan, Student Study Team, curriculum committee, safety, site advisory, special county committees, etc.) for the purpose of ensuring compliance for students with disabilities in the Alternative Education program.
- Provides instructional support in the classroom with respect to behavior, differentiation of instruction and curriculum, teaching strategies, instructional materials and activities, and technology.
- Plans, develops and evaluates programs and services to support a classroom environment conducive to continued improvement of programs.
- Provide leadership in the coordination of special education services provided to Alternative Education students by assisting personnel with assessments, development and implementation of IEPs, and providing professional development for teachers and staff.
- Performs other duties as assigned.

Teacher on Special Assignment (TOSA) –ELA/ELD Responsibilities

Supports teachers with the implementation of the instructional program using the California State Standards in English language arts and English language development.

- Provides support and assistance to teachers in the implementation of the instructional program for Alternative Education.
- Promotes standards-based instruction using the California State Standards in English-language arts and English language development by providing professional development, instructional strategy coaching, and research-based classroom practices to teachers in all content areas.
- Uses assessment data to improve classroom instruction and student learning. Leads conversations that engage teachers in analyzing and using this information to strengthen instruction.
- Utilizes the coaching models (e.g., observation with feedback, demonstration lessons, co-planning/co-teaching, lesson study, etc.) to improve student learning.
- Plans and facilitates collaboration meetings using the Professional Learning Community model in order to assist teachers with the following: maintaining pacing of instruction; engaging in a systematic examination of student work; and analyzing assessment data to determine subsequent instructional strategies for improving student achievement in all content areas.
- Assists teachers with differentiated instructional strategies and interventions to improve student achievement for all students, including English learners, students in special education programs, and students with diverse learning needs.
- Uses the California Standards for the Teaching Profession (CSTPs) with teachers as tools for self-reflection, goal setting, and inquiry into practice for the purpose of ongoing professional growth.
- Supports teachers in the use of the RCOE adopted instructional program/materials.
- Supports teachers in the use of technology for instruction and student learning.
- Supports new teachers in induction programs.
- Works with other TOSAs for the purpose of maintaining consistency in the RCOE coaching program and for personal growth. Participate in TOSA meetings.
- Meets regularly with the administrators to review assessment data and to measure the outcomes of goals established by the principals.
- Fosters a collaborative culture to support teacher development and student learning.
- Demonstrates skills in decision making, problem solving, and conflict management.
- Accesses and uses research to improve instruction and student achievement.
- Participates in professional development and professional growth activities.
- Performs other duties relevant to the successful implementation of site and district instructional plans.

Teacher on Special Assignment (TOSA) – Mathematics Responsibilities

Supports teachers with the implementation of the instructional program using the California State Standards in mathematics.

- Provides support and assistance to teachers in the implementation of the instructional program for Alternative Education.
- Promotes standards-based instruction using the California State Standards in mathematics by providing professional development, instructional strategy coaching, and research-based classroom practices to teachers in all content areas.
- Uses assessment data to improve classroom instruction and student learning. Lead conversations that engage teachers in analyzing and using this information to strengthen instruction.
- Utilizes the coaching models (observation with feedback, demonstration lessons, co-planning/co-teaching, lesson study, etc.) to improve student learning.
- Plans and facilitates collaboration meetings using the Professional Learning Community model in order to assist teachers with the following: maintaining pacing of instruction; engaging in a systematic examination of student work; and analyzing assessment data to determine subsequent instructional strategies for improving student achievement in all content areas.
- Assists teachers with differentiated instructional strategies and interventions to improve student achievement for all students, including English learners, students in special education programs, and students with diverse learning needs.
- Uses the California Standards for the Teaching Profession (CSTPs) with teachers as tools for self-reflection, goal setting, and inquiry into practice for the purpose of ongoing professional growth.
- Supports teachers in the use of the RCOE adopted instructional program/materials.
- Supports teachers in the use of technology for instruction and student learning.
- Supports new teachers in induction programs.
- Works with other TOSAs for the purpose of maintaining consistency in the RCOE coaching program and for personal growth. Participate in TOSA meetings.
- Meets regularly with the administrators to review assessment data and to measure the outcomes of goals established by the principals.
- Fosters a collaborative culture to support teacher development and student learning.
- Demonstrates skills in decision making, problem solving, and conflict management.
- Accesses and use research to improve instruction and student achievement.
- Participates in professional development and professional growth activities.
- Performs other duties relevant to the successful implementation of site and district instructional plans.

Lead Teacher Responsibilities

Under the direction and supervision of a site administrator, the lead teacher may act in the absence of the site administrator as an assistant in handling the daily routine matters for a one (1) year period with an annual determination by the division as to the continuation of incumbent based on evaluation/assessment as it relates to lead teacher functions only. This position is differentiated from the administrative positions in that they serve only in the capacity of an on-site liaison in the absence of a site administrator with the primary responsibility of teaching. Incumbents may be assigned a variety of duties and responsibilities to assist with the daily on-site operations with the site administrator directly responsible for the total program.

Assists and informs the site administrator in handling all emergencies, i.e., medical, behavioral, parental, staff, transportation, maintenance, etc.; contacts other administrators (another site administrator, director, or assistant superintendent) in situations of emergencies when the site administrator is not available; processes and submits the appropriate office time sheets, leave requests, verification requests, monthly attendance, and other related materials; disseminates appropriate informational materials to staff members; implements monthly drills, and maintains necessary file and safety logs; maintains clerical supplies and keeps inventory; secures site daily and maintains an operating security system; handles and reports student transportation problems and concerns; informs site administrator of special school district events which impact county operated programs; acts as liaison between on-site staff and site administrator and local school district staff; and provides other assigned duties and responsibilities mutually agreed upon in writing related to site location and/or program needs.

Attends all PLC activities and SILK days. Facilitate communication among teachers. Disseminates trends, new approaches, and research findings. Familiarizes new teachers and substitutes with the school program and procedures. Maintains a high level of morale among team members.

Technology Teacher Leader Responsibilities

The Technology Teacher Leader provides instructional coaching and in-class support for technology integration. The Technology Teacher Leader will support teachers in developing instructional strategies to develop student proficiency in the responsible use of technology and an understanding of ethics and safety. The Technology Teacher Leader will support teachers in developing student skills in the use of computers and applications for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation.

Classified Staff Responsibilities

Office School Secretary Responsibilities

Provides secretarial duties to support assigned administrative personnel; communicating information to staff, students, the public, and other districts; ensuring compliance with financial, legal and administrative requirements; and providing information and/or direction as may be requested.

- Assists other personnel for the purpose of supporting them in the completion of their work activities.
- Attends meetings as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Coordinates at the direction of the assigned administrator/manager a variety of programs and activities (e.g., meetings, in-service day activities, workshops, ceremonies, luncheons, field trips, etc.) for the purpose of delivering services in conformance to established guidelines.
- Evaluates situations (e.g., involving other staff, students, parents, the public, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Maintains inventories of supplies and materials for the purpose of ensuring items availability.
- Monitors assigned program activities and/or program components for the purpose of coordinating activities and ensuring compliance with established financial, legal and/or administrative requirements.
- Performs record keeping (confidential and non-confidential) and general and program specific clerical functions (e.g., scheduling, copying, filing, spread sheet preparation, faxing, etc.) for the purpose of supporting assigned administrator and/or site with necessary materials.
- Prepares written materials (e.g., reports, memos, letters, spreadsheets, attendance, mailings, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
- Processes documents and materials for the purpose of disseminating information to appropriate parties.
- Researches a variety of topics (e.g., current practices, policies, education codes, etc.) for the purpose of providing information for addressing a variety of administrative requirements.
- Responds to inquiries from a variety of internal and external parties (e.g. staff, parents, students, public agencies, general public, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- Supports assigned administrative personnel (e.g., answering telephones, scheduling meetings, making travel arrangements, etc.) for the purpose of providing assistance with administrative functions.

Office/School Clerk Responsibilities

Provides general clerical support to assigned area; communicating general information to staff and the public; processing information in compliance with financial, legal and administrative requirements; and assisting other office personnel.

- Assists other personnel for the purpose of supporting them in the completion of their work activities.
- Assists with processing of documents, forms, mailings and materials (e.g., attendance, enrollments, filing, packet preparation, etc.) for the purpose of disseminating information to appropriate parties.
- Distributes mail, supplies, messages, etc. for the purpose of disseminating materials to appropriate parties.
- Performs record keeping and clerical functions (e.g., copying, faxing, filing, word processing, etc.) for the purpose of supporting assigned administrator and/or other staff or site personnel.
- Prepares written materials (e.g., reports, memos, letters, work orders, etc.) for the purpose of conveying information regarding office/school and/or program activities and procedures.
- Refers the general public, staff, students, parents and others as appropriate for the purpose of obtaining more information regarding services, programs and/or training, etc.
- Supports assigned administrative personnel (e.g., performs other duties as assigned) for the purpose of providing assistance with their administrative functions.

Attendance Registration Technician Responsibilities

Ensures accurate attendance accounting within programs operated by the Riverside County Office of Education; providing general clerical support, information and/or direction as may be assigned; resolving attendance related issues; ensuring compliance with state reporting and documenting requirements; and conveying attendance related information to appropriate parties.

- Communicates with program staff, employees, etc. for the purpose of resolving problems and coordinating activities and processes.
- Compiles student records (e.g., birth certificates, transfers, transcripts, and immunization, etc.) for the purpose of meeting state, federal and/or district requirements.
- Ensures accuracy of attendance records (e.g., verification of forgeries, truancies, etc.) for the purpose of complying with state laws governing attendance accounting.
- Maintains documents, files and records (manual and computerized) for the purpose of providing up-to-date reference and audit trail for compliance.
- Participates in in-service training to district office and school site staff for the purpose of ensuring accurate attendance accounting within the district.
- Monitors assigned district activities and/or program components (e.g., attendance submission timelines, reporting timelines) for the purpose of coordinating activities and ensuring compliance with established financial, legal and/or administrative requirements.
- Operates automated student attendance system and other software as needed for the purpose of accurate tracking and documentation of student attendance information.
- Prepares written materials (e.g., reports, memos, letters, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
- Processes documents and materials for the purpose of disseminating information to appropriate parties.
- Researches discrepancies of attendance information and/or documentation (e.g., purchase orders, invoices, etc.) for the purpose of ensuring accuracy and adherence to procedures prior to processing for action.
- Responds to inquiries of staff for the purpose of providing information and/or direction.
- Meets with students and parents/guardians for the purpose of student registration.
- Performs accurate record keeping duties related to the admission of students and the maintenance of permanent school records (requesting vital documents from other districts).
- Schedules enrollment appointments (site specific). Keeps an updated Request of Records log.
- Provides information contained in permanent student records according to established procedures to fulfill records request.
- Maintains/updates student information in Aeries.
- Acts as a liaison when called on by out of district personnel or point of contact.

- Keeps compliant with OCR regulations.
- Refers students to school counselor, community liaisons/dropout prevention specialists, social worker interns or any other appropriate staff as needed.
- Maintains transcript clean-up/entry of active and inactive students for the past three-years.
- Assists school counselor with student schedules, transcripts, reports as needed.
- Assists with transcript/student data archiving projects.
- Inputs outside transcripts as needed.
- Inputs additional Sp. Ed. Information into new Aeries fields.
- Follows up on district referrals and calls to make sure students and parents schedule appointments within 3-days.
- Completes the "drops" on students in Aeries.
- Assists with coverage at additional sites, including Juvenile Halls. Travels to other sites to cover in times of high volume registration.
- Completes group registrations as needed.
- Creates CBK orientation/I.S. registration packets.
- Maintains PSR transfer log.
- Scans copy of teacher file and e-mail teacher and principal at off sites that a student was registered and original files are ready for pick up.
- Assists Lead Attendance System Operator in researching and obtaining referrals questioned on district billing report.
- Verifies all students enrolled and enrolling at RCOE sites have received the Pertussis Whooping Cough Booster immunization and fill out verification sticker.
- Performs other duties as assigned.

Community and Dropout Prevention Specialist Responsibilities

Facilitates the return of frequently truant students and the reentry of students who have dropped out of the educational system; providing information and/or referrals to community resources; and performs other job related duties as assigned for at-risk youth to insure successful high school completion and transition.

- Assists with situations that affect students for the purpose of facilitating student attendance.
- Collaborates with guidance counselors, group homes, foster care, probation, Department of Social Services, and other direct service providers for the purpose of connecting targeted students with prevention services and assisting them with transition services.
- Collaborates with guidance counselors, community resource programs, social workers, etc., for the purpose of enhancing communication regarding resources to targeted students and parents.
- Communicates with parents and students for the purpose of conveying information regarding the array of services available to facilitate the reentry of students into the educational system.
- Monitors the progress of participating students for the purpose of ensuring the availability of continued support after reentry.
- Participates in staff meetings and in school activities for the purpose of enhancing program participation and building the resource base for student/parent participants.
- Researches targeted students and makes personal contact (i.e. home visits, phone, electronic, etc.) with their parents/guardians for the purpose of arranging meetings, determining reasons for dropping out of the educational system and/or removing barriers to reentry.
- Coordinates the collection of information and preparation of required documents for use in School Attendance Review Team (SART) hearings.
- Transports students who are truant to designated school of attendance during truancy sweeps in collaboration with law enforcement officers.
- Attends workshops to maintain current with state and federal policies regarding student attendance.
- Confers with teachers, parents and/or appropriate community agency personnel for the purpose of assisting in evaluation of students' progress and/or implementing students' Individual Learning Plan (ILP).
- Participates in various meetings (e.g., with community based agencies and school officials) for the purpose of receiving and/or providing information.

- Acts as a liaison between Alternative Education programs and various agencies (school districts, community colleges, social services, probation) for the purpose of assisting with recruitment, referral, registration, connections with student services entities and follow-up.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Maintains records (i.e., individual case notes, files, contact log, database, etc.) of students served for the purpose of keeping accurate records and documenting program operations.
- Facilitates site CBK monthly orientation (sign-in sheets, surveys, presentation, etc.).
- Tracks student expulsion order (assist students/families with requirements).
- Tracks behavioral/suspension referrals.
- Tracks attendance data weekly (including review of site tardy logs).
- Communicates with parents/students/probation/YAT to improve attendance and on-time arrival.
- Tracks contacts with parents and students.
- Conducts truancy sweeps and home visits with school resource officer/campus security.
- Plans attendance incentive program.
- Informs ARTS of student drops.
- Keeps Community Room schedule and coordinate supervision before/after school.
- Coordinates SART meetings.
- Communicates with CWA regarding habitual truants and exited students.

Instructional Assistant Responsibilities

Provides intensive intervention support services, providing academic remediation lessons/activities, maintaining a safe classroom environment with at-risk students, documenting and/or providing academic/behavioral assessment data that may be used in a court of law, ensuring compliance with drug/alcohol programs, assisting with weapon/drug searches, and processing new students in accordance with Alternative Education requirements.

- Provides one-on-one tutoring and/or group intensive intervention services for eligible students.
- Assists other personnel as may be required (e.g., probation officers in Alternative Education programs, mental health staff, Foster Youth Services staff, special education staff, etc.) for the purpose of supporting them to support students.
- Assists with classroom management student data input (e.g., organizing instructional and other materials, enforces dress code in Alternative Education programs, counsels students, etc.) for the purpose of maintaining order with at risk students prone to violence.
- Counsels students and parents for the purpose of modifying behaviors and/or improving attendance.
- Provides student support as directed by teachers to facilitate imposed intervention services (e.g., computer laboratory, library or media center).
- Maintains various records, files, attendance, etc. (e.g., assist with retrieving and maintaining special education records/English learner assessments to be used in Alternative Education programs) for the purpose of documenting and/or providing information that may be used in individualizing instructional programs.
- Monitors financial related information (e.g., class size, attendance, time sheets, in Alternative Education programs, etc.) for the purpose of documenting activities for reimbursement and/or adhering to policies.
- Processes new students for the purpose of enrolling and orienting them to their new environment in accordance with Alternative Education requirements.
- Responds to inquiries for the purpose of providing information and/or direction as may be required and may be required to testify in court in response to a court order.
- Composes documents (e.g. correspondence, assessments, etc.) for the purpose of communicating information to school and district personnel, parents, court, police officials, etc., including School Attendance Review Board (SARB), Child Protective Services (CPS), Youth Employment Services (YES) and public and/or private social services.
- Conducts home visits for the purpose of obtaining and/or delivering documents, reports and other information to ensure proper attendance.

- Monitors activities for the purpose of ensuring compliance with drug and alcohol programs, court orders, probation parameters and expulsion rules.
- Assists in food service (e.g., receive, set-up/serve meals and snacks) for the purpose of meeting the nutritional needs of children.
- Works with students individually and in small groups, assisting with specific learning tasks.
- Assists students by interpreting classroom assignments.
- Applies behavior modification techniques.

Campus Security Supervisor Responsibilities

Patrols assigned school campuses within a geographical area in order to maintain order and security; protects students, personnel, equipment and property by performing inspections on foot, in a vehicle or on a bicycle for unsafe conditions, illegal acts and security situations on and around district properties.

- Responds to, investigates, evaluates and controls various security situations; assures student compliance with school policies and regulations; reports presence of unauthorized persons on grounds or facilities.
- Under supervision by an SRO or administrator, performs visual, backpack, and locker searches for alcohol, weapons, drugs and drug paraphernalia and reports to appropriate authorities according to established procedures.
- Responds to classroom calls of disturbance, behavior problems or related situations; escorts students to office for disciplinary action as necessary; prepares incident reports.
- Responds to emergency situations; prevents or controls physical altercations; detains students and suspects in accordance with established procedures; administers first aid as needed; assists injured or ill persons.
- Facilitates communications between students and school officials, staff and law enforcement in order to enhance understanding and promote a secure environment.
- Maintains alertness for problems likely to disrupt the educational process or to be injurious to persons or property; corrects or reports conditions hazardous to the health and safety of students, the public, and the staff; remains alert to the possibility of gang member presence.
- Operates a two-way radio in order to communicate with school office and other security personnel.
- Assists with home visitations relating to truancy and other student issues to ensure proper attendance.
- Works with the principal to maintain a safe and orderly campus climate.
- Supervises students at all times before school, during school, and after school.
- Assists in the planning, organizing, and conducting of lunchtime activities.
- Assists teachers with disruptive students in the classroom.
- Assigns discipline referrals to students who do not follow the rules.
- Completes other duties as assigned by the principal related to school safety.

Food Service Worker

Prepares and serves food items to students and/or school personnel, as well as maintaining food service facilities in a safe and sanitary condition.

- Arranges food and beverage items for the purpose of serving them to students and staff in an efficient manner.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Cleans utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions.
- Estimates food preparation amounts for the purpose of meeting projected meal requirements and minimizing waste.
- Inspects food items and/or supplies for the purpose of verifying quantity and specifications of orders and/or complying with mandated health standards.
- Inventories food items, condiments and supplies for the purpose of ensuring availability of items.
- Monitors kitchen and cafeteria areas for the purpose of ensuring a safe and sanitary working environment.
- Prepares documentation for the purpose of providing written support and/or conveying information.

- Prepares food and beverage items for the purpose of meeting mandated nutritional and projected meal requirements.
- Reconciles transactions for the purpose of balancing accounts and adhering to accounting practices.
- Responds to inquiries of students, staff and the public for the purpose of providing information and/or direction regarding the type and/or cost of meals.
- Serves one or more items of food for the purpose of meeting mandated nutritional requirements and/or requests of students and school personnel.
- Stocks food, condiments and supplies for the purpose of maintaining adequate quantities and security of items.
- Collects payments for food items from students and staff (e.g., cash, meal tickets, etc.) for the purpose of securing funds for reimbursement of costs.
- Performs catering functions such as transporting food to a specified area, set-up and post event clean up for the purpose of assisting with catering requests.

Teacher Responsibilities

Provides general education (core academic subjects) and special education instructional services for court/community school students (special education and regular education). Ensures compliance with special education regulations, probation regulations, court orders, etc., and processing new students in accordance with court/probation requirements. This position may provide lead support to instructional aides and is under the general supervision of the site principal for day to day operations and a special education administrator for guidance regarding IDEA regulations/compliance.

- Prepares daily lesson plans which are consistent with the California state standards and the California Standards for the Teaching Profession.
- Implements instructional strategies to meet the needs of the students.
- Maintains an organized classroom environment.
- Measures student learning using multiple assessment methods.
- Makes every effort to know his/her pupils and carefully evaluate and report their growth and progress.
- Attends IEP meetings.
- Regards personal information concerning the pupil or the pupil's family as confidential and utilize such information only as an aid in helping the pupil to attain appropriate educational goals.
- Makes every effort to maintain effective communication with the parents of his/her pupils and be available at reasonable times when parents wish to talk with his/her teacher.
- Promotes and maintains appropriate student behavior within the classroom and all other school- related contacts. Supervision will be provided by the teacher for the education, safety, and control of pupils.
- Assists pupils who have problems which interfere with their learning and seek the assistance of other personnel of the school system in helping such pupils.
- Supports parent-teacher activities of his/her school.
- Participates in staff development (PLCs, site meetings, SILK).
- Completes all necessary records (attendance records, gradebook records, progress reports, report cards).
- Instructs general education and special education students in special areas as assigned.
- Develops course and IEP goals/objectives and methods designed to meet individual student's instructional needs.
- Counsels students in dealing with a variety of issues for the purpose of improving school performance.
- Administers educational assessment instruments for program purposes.
- Maintains student files, records, etc. for the purpose of documenting activities and/or providing reliable information.
- Monitors activities for the purpose of ensuring compliance with drug and alcohol programs, court orders, probation parameters, and expulsion rules.
- Processes documents and materials for the purpose of disseminating information that may be used in a court of law.
- Processes new students for the purpose of enrolling and orienting them to programs in accordance with court probation requirements
- Responds to inquiries for the purpose of solving problems, providing information and/or referral.
- Supervises the classroom for the purpose of maintaining order with at-risk students prone to unacceptable behaviors
- Maintains effective relationships with probation department employees

Teacher Credentials

Teachers are responsible to keep all professional credentials updated with the Personnel Service Division.

Academic Expectations

Students are expected to demonstrate academic progress by increasing scores on district and state assessments and making progress towards their graduation requirements. Students are expected to earn 30 credits each semester.

Access to Internet and Online Sites

One of the goals of RCOE is to assist in advancing the use of technology to enhance student learning. Access to RCOE technology is a privilege, not a right, and students enrolled in district programs or activities must follow guidelines and procedures regarding acceptable use of technology. All RCOE students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using district technological resources. RCOE shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Attendance Procedures

Attendance is to be recorded at the beginning of the day. Attendance for each period, including tardiness, is to be recorded in each teacher's attendance book. If a student has not been marked absent in error or a student has been marked absent in error, the teacher must make the correction in the office. If a student is not in your class and not on the absence list, send an Absence Period form to the office at the beginning of the period. All teachers must maintain accurate records of student attendance. All attendance records must be turned in at the end of the year.

The parents/guardians of the student must notify the school attendance staff and/or the teacher in advance of scheduled absences. Student make-up work may be arranged at this time. All absences must be cleared through the school office or the student's teacher. Excused absences include absences for the following reasons:

- Student illness
- Medical quarantine
- Medical, dental, optometrist, or chiropractor appointment
- Funeral services for an immediate family member
- Jury duty
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, participation in religious exercises or to receive moral or religious instruction, attendance at an employment conference, pupil's attendance at his or her naturalization ceremony to become a United States citizen, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

Parents/Guardians and students are strongly encouraged to schedule appointments during non-school hours. Any absence of three or more consecutive days requires documentation from a physician. Absences not cleared by a parent/guardian with a valid reason are unexcused. Clearing an absence requires parents/guardians to write a note or call the attendance clerk at the school office. Attendance notes must include the date of the absence, the reason for the absence, and the parent/guardian signature. Students may not excuse their own absences.

<u>Attendance Letters/SARB Process</u>

Unexcused absences/truancies will result in a parent-teacher conference, a conference with the School Attendance Review Team (SART), or a meeting with the School Attendance Review Board (SARB). Truancy letters are sent to parents for absences or tardiness of 30 minutes or more without a valid excuse. A combination of unexcused absences and tardiness will also result in the issuance of truancy letters. The first letter will generate after three unexcused absences/tardiness. A second letter will generate after six unexcused absences/tardiness. A SART conference will be scheduled after the second letter is generated.

A third letter will generate after nine unexcused absences/tardiness. After nine or more unexcused absences, the truancies are considered habitual and the SARB meeting process begins.

Classroom Instructional Minutes

The Community School operates daily classroom-based instruction for students in grades 7-12 for a minimum of 360 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 240 minutes on Wednesdays. The Court School operates daily classroom-based instruction for students for a minimum of 330-minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 220 minutes on Wednesdays. The California School Age Families Education (Cal-SAFE) program in the Community School serves pregnant and parenting students, including parenting young men, who have not completed high school in a classroom instructional program.

Classroom Activities and Study Trips/Experiential Learning

Teachers must submit a request to the principal prior to the study trip/experiential learning activity. Teachers shall follow the Riverside County Office of Education Wellness Policy when providing food and drink to students.

In advance of a study trip, teachers shall determine educational objectives which relate directly to the standards. Teachers shall also provide appropriate instruction before and after the trip. The teacher will be responsible for scheduling the bus, obtaining parent permission forms from each student (Education Code §35350), and arranging for chaperones. Teachers must bring the school's first aid kit (Education Code §32040, §32041) on the study trip. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit must contain medically accepted snakebite remedies (Education Code §32043) and the teacher must have first aid/CPR training certified by the American Red Cross (Education Code §32043). The teacher shall provide an alternative assignment for students whose parents do not wish them to participate on the trip.

Course Grades/Credit Guidelines-Classroom-Based Instruction and Independent Study

Grading

Teachers are required to maintain a gradebook that documents assignments, tests, and projects that students are expected to complete in order to earn course credit. Teachers submit their gradebook to the principal at the end of school year check out. Teachers are responsible for submitting grades/credits on a quarterly basis.

Grades for achievement shall be reported each marking period as follows (RCOE Administrative Regulation 5121): 'A' grade (90-100% outstanding achievement for 4.0 grade points), 'B' grade (80- 89%-above average achievement for 3.0 grade points), 'C' grade (70-79%-average achievement for 2.0 grade points), 'D' grade (60-69%-below average achievement for 1.0 grade points), 'F' grade (0-59%- little of no achievement for 0 grade points).

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework, tests, and portfolios. The student's behavior and effort shall be reflected in separate evaluations, not in his/her academic grade (Board Policy 5121).

Letter grades are to be assigned to all classes. Permanent grades are recorded at the end of each semester. Progress reports are issued at the nine-week marks each semester. The classroom teacher shall determine the grade given to each student in the class. In the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, the grade shall be final. The determination as to whether mistake, fraud, bad faith, or incompetence exists in relation to an achievement grade shall be made by the site/district administration and the governing board of the school district (Education Code §49066).

A "No Mark" (NM) may be given if a student has been entered in a class/school for less than ten (10) school days. An "Incomplete" (I) may be assigned when a student has been absent during the latter part of a grading period and has made prior arrangements with the teacher to make up the work. Incomplete is given only if the student was passing the class when present. All work completed to remove the "Incomplete" must be done within ten (10) days after the end of the grading period or the grade will be changed to an "F" for the course.

Deficiency/Progress Reports

The California Education Code (§49067) requires that a teacher send a report to parents whenever a

student is in danger of failing. Parents must be notified if their child is receiving a grade of "D" or lower or if their child's grade has dropped two or more grades from the previous grading period.

Student Fees and Grading

Students shall not be charged fees or deposits for required instructional activities that are graded (California Code of Regulations, Title 5, Article 3, Section 350). Fees may be charged to students for fabricated items that are not required for a grade in the class and that are to be taken home by the student, however, the fees may not exceed cost (Education Code §17551). Students may purchase gym clothing for physical education classes from sources other than the school. No student shall be prevented from participating in a school activity or study trip due to a lack of sufficient funds (Education Code §35331).

Awarding Credits

The maximum number of credits that students may earn in a semester is 30. Exceptions are as follows:

- Teachers/Principals must have prior written approval from the central office administrators for students who request to earn more than 30 credits in a semester, not to exceed 45 credits in a semester.

Process for Awarding Credits Each Semester:

- Courses are based on 5 credits per semester. Semester credits (5 credits per course) will not be awarded before the end of the semester. The form is required for requesting an additional course which would exceed the 30 credit limit per semester. ***One form is required for each course requested over the 30 credit limit.***
- Courses completed outside of the 360-minute school day (Work Experience, Concurrent Enrollment in College, and PE for Independent Study) will not require a form.
- The Alternative Education Course Credit Approval Rationale for Exceeding 30 Credit Semester Limit is located on page 41 of this handbook.
- The Court School Student Schedule/Process for Awarding Credits Each Semester is located on page 42 of this handbook.

Course Credit Summary - Credit Requirements

Criteria	Definition	Credit 1	Credit 2	Credit 3	Credit 4	Credit 5
Time*	Student attended 1,080 instructional minutes or 18 hours of learning time per credit.					
Content/Skills Standards Completed	Student completed required content/standards for each unit of study per credit identified in the course description/unit of study.					
Assessments	Student demonstrated proficiency on the tests and assessments at a minimum of 60% (D Grade) or higher for each credit.					

***Time:** The total of 360 minutes of instructional time per day for 90 days of instruction per semester equals 32,400 instructional minutes per semester and 64,800 per year (required instructional minutes for high school by Education Code). One class of 60 minutes per day for 90 days of instruction per semester equals 5,400 instructional minutes per semester and 10,800 instructional minutes per year. Independent study time may vary.

Partial credits (less than 5 credits) may be awarded due to length of time in course and/or concepts/content/standards completed (Schools have a legal obligation pursuant to Education Code Sections 49069.5 and 51225.2 to calculate, issue, and accept partial credits, even if their school district boards have not yet adopted a partial credit policy).

AB167/216: Foster Youth in grade 11 or 12 who transfer into the district from another school district or transfer between high schools within the district shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. This requires prior approval on the *Course of Study Evaluation for Foster Youth*.

AB 2276 sets criteria to evaluate the status/credits of detained minors in the halls. According to Education Code §48645.5. (a) Each public school district and county office of education shall accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency. The coursework shall be transferred by means of the standard state transcript. If a pupil completes the graduation requirements of his or her school district of residence while being detained, the school district of residence shall issue to the pupil a

diploma from the school the pupil last attended before detention or, in the alternative, the county superintendent of schools may issue the diploma.

Education Code §49069.5 requires (b) The proper and timely transfer between schools of pupils in foster care is the responsibility of both the local educational agency, including the county office of education for pupils in foster care who are enrolled in juvenile court schools, and the county placing agency, which includes the county probation department.

(c) As soon as the county placing agency or county office of education becomes aware of the need to transfer a pupil in foster care out of his or her current school, the county placing agency or county office of education shall contact the appropriate person at the local educational agency of the pupil. The county placing agency shall notify the local educational agency of the date that the pupil will be leaving the school and request that the pupil be transferred out.

(d) Upon receiving a transfer request from a county placing agency or notification of enrollment from the new local educational agency, the local educational agency receiving the transfer request or notification shall, within two business days, transfer the pupil out of school and deliver the educational information and records of the pupil to the next educational placement.

(e) As part of the transfer process described under subdivisions (c) and (d), the local educational agency shall compile the complete educational record of the pupil, including a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or individualized education program adopted pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

(f) The local educational agency shall assign the duties listed in this section to a person competent to handle the transfer procedure and who is aware of the specific educational recordkeeping needs of homeless, foster, and other transient children who transfer between schools.

(g) The local educational agency shall ensure that, if the pupil in foster care is absent from school due to a decision to change the placement of a pupil made by a court or placing agency, the grades and credits of the pupil will be calculated as of the date the pupil left school and no lowering of grades will occur as a result of the absence of the pupil under these circumstances.

(h) The local educational agency shall ensure that, if the pupil in foster care is absent from school due to a verified court appearance or related court ordered activity, no lowering of his or her grades will occur as a result of the absence of the pupil under these circumstances.

Transferring Records of Students in Juvenile Halls

Education Code §48647. (a) Local educational agencies are strongly encouraged to enter into memoranda of understanding and create joint policies, systems, including data sharing systems, transition centers, and other joint structures that will allow for the immediate transfer of educational records, create uniform systems for calculating and awarding course credit, and allow for the immediate enrollment of pupils transferring from juvenile court schools. (b) As part of their existing responsibilities for coordinating education and services for youth in the juvenile justice system, the county office of education and county probation department shall have a joint transition planning policy that includes collaboration with relevant local educational agencies to improve communication regarding dates of release and the educational needs of pupils who have had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities.

Students of Active Duty Military

Active duty military personnel often must transfer to another military base with short notice. To ease this transition, active duty parents can conditionally enroll their children by submitting unofficial education records such as unofficial transcript print-out (Interstate Compact on Educational Opportunity for Military Children, Educ. Code §49700.5 et seq., Educ. Code §49701(IV)(A).) The receiving school district then requests the official records from the sending district. (Educ. Code §49701(IV)(B).) The Compact also provides a 30-day window period after conditional enrollment for military-family children to provide proof of immunization. (Educ. Code §49701(IV)(C).)

The Compact requires school districts to honor placement of the student in educational courses based on the student's enrollment in the sending school and/or educational assessments conducted at the

sending school if such courses are offered and space is available. (Educ. Code §49701(V)(A).) Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. However, a receiving school district can perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course. (Educ. Code §49701(V)(A).)

The Compact requires school districts to "facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified and space is available, as determined by the school district." (Educ. Code §49701(VI)(B).) If a transitioning military-family student is interested in joining an athletic program, the school district must evaluate the child's athletic ability and determine whether space is available. These same standards would apply for programs such as theatrical production, band, and other clubs or activities that involve tryouts.

School districts must use best efforts to waive specific courses required for graduation if similar coursework has been satisfactorily completed in another district. (Educ. Code §49701(VII)(A).) Districts need not waive *all* course requirements, but must have a reasonable justification for denying a waiver for graduation purposes. When denying a graduation requirement waiver, the district must use best efforts to provide alternative means of acquiring required coursework so the student can graduate on time. (Educ. Code §49701(VII)(A).)

If a military-family student transfers at the beginning of or during senior year, and is ineligible to graduate from the receiving district after all alternatives have been considered, the sending and receiving districts must make best efforts to ensure the student receives a diploma from the sending school district, if the student meets the graduation requirements of that district. (Educ. Code §49701(VII)(C).)

AB 2306 – Juvenile Court School Pupil Graduation Requirements (Education Code Section 48645.5)

If a pupil completes the statewide coursework requirements for graduation specified in Education Code Section 51225.3 while attending a juvenile court school, the county office of education shall issue to the pupil a diploma of graduation and shall not require the pupil to complete coursework or other requirements that are in addition to the statewide coursework requirements. Court School students in their 11th and 12th grade years will be subject to the minimum graduation requirements of 130 credits as defined by the state in the following subjects:

- 3 years of English
- 2 years of Mathematics (including one year of a course that would meet the Algebra requirement)
- 2 years of History (US and World)
- 1 year of a Life Science
- 1 year of a Physical Science
- 2 years of Physical Education
- 1 Semester of Economics
- 1 Semester of Government
- 1 year of a Fine Art or Language Other than English or CTE

Reciprocity of Academic Credit

Transfers from Accredited Schools: Students transferring into the district from an accredited school shall receive full academic credit for previously completed courses when the sending district verifies that the student has satisfactorily completed those courses. An "accredited" school is one that has received accreditation by the Western Association of Schools and Colleges (WASC) or other statewide or regional commissions or, in the case of a school outside California, by the equivalent governmental or other regional accrediting agency in that jurisdiction.

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school or nonpublic nonsectarian school or agency (Education Code §48645.5). Credits are accepted from non-public schools which the placement is a direct result of special education needs and provides services which are determined by the student's IEP (Education Code §48645.5). Credits are accepted from all Department of Defense schools who service military dependents abroad.

Transfers from Non-Accredited Schools: When a student transfers from any non-accredited private, public, alternative, home or charter school, academic credit shall be subject to approval by the principal or designee at the enrolling school. Credits transferred from these schools shall be fully accepted when there

is evidence that the course work completed is equivalent to similar courses offered in this district. The principal or designee at the enrolling school shall be responsible for determining which of the student's credits are equivalent to district requirements. Guidelines for determining equivalency shall be developed by representative certificated staff familiar with the district's academic standards and graduation requirements.

In determining equivalency, the principal and/or designated certificated staff representative may consider one or more of the following:

- A review of the description of academic content and time requirements of the course work completed by the student compared to academic content and time requirements at the enrolling school.
- An examination of the student's portfolio of work, papers, completed projects, graded tests or other documents demonstrating the student's level of skill and knowledge.
- An opportunity for the student to demonstrate skill by his/her performance on appropriate course-challenging examinations, comprehensive final examinations and/or other culminating exercises used at the enrolling school.
- Verification by teacher observation, once the student has been placed in a course, that the student has reached a level of preparation consistent with his/her placement in that course

Foreign Transcripts: Transcripts from foreign countries or U.S. territories will be reviewed and determined if acceptable by the counseling team and with the approval of the Principal. Approved credits will be determined as "elective" unless it is determined by the counseling team to meet a graduation requirement. A student may demonstrate mastery of a core subject for core credit from a foreign transcript by passing the department's final exam. English credit from non-English speaking countries will be determined by CELDT testing results with ELD and Counselor recommendation for approval.

Harm or Destruction of Animals – EC § 32255 *et seq.*

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian. A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

High School Graduation Requirements

Riverside County High School and CBK are Western Association of Schools and Colleges (WASC) accredited schools and all courses are based on the California State Academic Standards (Common Core State Standards). Riverside County High School and CBK require 200 credits to graduate. The following table lists the credit requirements in each subject area:

Required Courses	Required Credits
English/Language Arts • English Language Development (ELD) in Grade 9 earns ELA credit	30
History/Social Science: • World History (10 credits) • United States History (10 credits) • American Government (5 credits) • Economics (5 credits)	30
Mathematics (Including completing the Algebra I requirement through Integrated Math)	20
Science • Life Science (10 credits) • Physical Science (10 credits)	20
Physical Education	20

Fine Arts/Foreign Language	10
Electives including Health	70
Total	**200**

HIV/AIDS Prevention Education (Education Code §51930 - 51939)

A school district shall ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. Parents shall be informed of the HIV/AIDS prevention education in advance and have access to view the materials. Parents or guardians may request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education.

Independent Study

Contracted study programs known as Independent Study (IS) for all grades that require students to complete a minimum of 25 hours of education product per week are available for students whose needs can be met through this form of instruction. Independent Study teachers work with the parent and student to develop the Master Agreement, weekly Assignment Contracts, and Daily Learning Logs.

Instruction for Pupils with Temporary Disabilities – EC §§ 48206.3, 48207 and 48208

Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district where the student receives care if an individualized instruction program is desired.

MTSS Framework: Collaboration for College and Career Readiness

Alternative Education is committed to improving socio-emotional, attendance, and academic student growth by providing a forum for professional collaborations between involved stakeholders. The goal of Multi-Tiered Systems of Supports is to provide students with socio-emotional, attendance, and academic intervention on a structured schedule. When a student is brought forth as an intervention candidate, the intervention plan will result in setting measurable benchmarks for growth. As these interventions are reviewed for efficacy, our available resources, interventions, and universal supports will be refined.

Physical Education Course Exemptions (Education Code §51241 and §60800)

The county superintendent of schools may grant a temporary exemption to a pupil from courses in physical education, if the pupil is one of the following:

(1) Ill or injured and a modified program to meet the needs of the pupil cannot be provided.

(2) Enrolled for one-half, or less, of the work normally required of full-time pupils.

The county superintendent of schools, with the consent of a pupil, may grant a pupil an exemption from courses in physical education for two years anytime during grades 10 to 12, inclusive, if the pupil has met satisfactorily at least five of the six standards of the physical performance test administered in grade 9 pursuant to Section 60800.

The office of the county superintendent may grant permanent exemption from courses in physical education if the pupil complies with any one of the following:

(1) Is 16 years of age or older and has been enrolled in grade 10 for one academic year or longer.

(2) Is enrolled as a postgraduate pupil.

(3) Is enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise pursuant to the requirements of Article 24 (commencing with Section 880) of Chapter 2 of Part 1 of Division 2 of the Welfare and Institutions Code.

The school district also may administer to pupils in grades 10 to 12, inclusive, the physical performance test required in grade 9 pursuant to Section 60800. A pupil who meets satisfactorily at least

five of the six standards of this physical performance test in any of grades 10 to 12, inclusive, is eligible for an exemption pursuant to subdivision (b).

Prohibited Areas of Instruction

Religious Beliefs

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in public schools (RCOE Board Policy 6141.2). Instruction about religion must not favor, promote or demean the beliefs or customs of any particular religion or sect, nor should preference be shown for one religious viewpoint over another (RCOE Board Policy 6141.2).

Whenever any part of the instruction in health, family life education and sex education conflicts with the religious training and beliefs of the parent or guardian of any pupil, the pupil, on written request of the parent or guardian, shall be excused from the part of the training which conflicts with such religious training and beliefs. Religious training and beliefs include personal moral convictions (Education Code, §51240).

Instruction Regarding Race, Creed

No teacher shall give instruction nor shall a school district sponsor any activity which reflects adversely upon persons because of their race, sex, color, creed, national origin or ancestry (Education Code, §51500).

Protocols for Use of Technology for Instruction

Passwords will be used to access Riverside County Office of Education computer systems and associated data. Employees will be required to change passwords on a regular schedule as determined by the network administrator and system administrator. Employees must take precautions to protect their password from unauthorized disclosure. Passwords will not be disclosed to other individuals unless authorized by the County Superintendent or his representative. Employees will not leave active terminals unattended without preventing unauthorized access with physical or password security.

Students and their parents must sign the Acceptable Use Policy before they can use computers, laptops, tablets or any other device that accesses the internet. Teachers must check out tablets/devices with asset tags or numbering system for students to use in class. Students must use an individual sign in log when they access the internet. These protocols are necessary to track students while they are on the internet and ensures that we can identify any student who accesses an inappropriate website.

Staff Attendance Procedures

All staff members are required to call AESOP for all absences.

State Testing and RCOE Assessments

All students will be assessed on the RenLearn in ELA and math (or other assessment for CBK) when they enter school to determine academic levels of performance. The RenLearn post-test will be administered 90-days after the pre-test. All students will be assessed on the RCOE short-cycle assessments for units of study one through six.

The California Assessment for Student Performance and Progress (CAASPP) is required for students in grades 3-8 and 11. The CAASPP consists of the SBAC, EAP, and CAST. All teachers are involved in the school-wide testing. EL students are required to take the ELPAC.

Student Eligibility for Co-Curricular/Extra-Curricular Activities

Any student who participates in co-curricular/extra-curricular activities such as ASB, athletic teams, and clubs must meet the eligibility requirements and abide by the rules of the school. Coaches and sponsors of clubs are charged with the responsibility of informing students of the eligibility requirements.

Students failing to meet eligibility requirements will not be released from classes for on or off-campus performances, rehearsals, preparation, fieldtrips, etc. All school rules are in effect to and from school, to and from the activity, as well as during school hours and during the activity.

Academic Eligibility Requirements: Any student who is a member of a co-curricular or extra-curricular activity must have a 2.0 GPA with no more than one failing grade ('F' grade). Students failing to meet this code will not be released from classes for on or off-campus performances, rehearsals, preparation, study trips, etc. They will not be restricted from any classroom activities which occur during the period in

which the class is conducted, but will not be released from other classes. An exception would be a study trip that is part of a lesson and a course requirement for the purpose of a grade. Such an exception would have to be approved by the principal.

Financial Eligibility Requirements: Students who owe money to the school for textbooks, fund-raisers, etc. will not be allowed to incur any additional financial obligations until the previous obligation is cleared. They will not be allowed to purchase a yearbook, purchase pictures, and attend dances (or the end-of-the-year trip for eighth grade students).

Supervision of Assigned Students and Supervision of Co-curricular Activities

All events, wherever held, shall be under the direct supervision of certificated personnel (CA Administrative Code, Title V, 5531). Teachers and other staff members are responsible for supervising all students assigned to them for a class or activity. It is imperative that teachers are at assigned places on time and never leave students without adult supervision.

All athletic and social activities of pupils, whenever held, if conducted under the name or auspices of a public school or of any class or organization thereof, shall be under the direct supervision of an employee (CA Administrative Code, Title V, 5531).

Textbooks

All students will be issued textbooks during their first week of school. Teachers will check the condition of the book at checkout time and check in time.

If the textbook is lost, completely damaged, or damaged with graffiti, replacement costs will be charged and the student will be issued another textbook. The receipt issued will give the student's name, book title, book number, and amount charged. When a student checks out of school, students must return textbooks. If a textbook has been lost or damaged, charges will be assessed and collected. If a textbook is damaged, charges will be made according to the original condition of the book, when checked out, less reasonable use as determined by the teacher.

Units of Study and Short-Cycle Assessments

The short-cycle assessments in ELA and math are administered on designated dates during each grading period of the school year.

Video Policy

Videos must be relevant to the subject area and must have a purpose that is directly related to the specific assignment. Before any video with a rating other than "G" is shown in the classroom, the principal's permission must be obtained along with parent permission.

Student Health

Administration of Prescribed Medication for Pupils – EC §§ 49423 and 49423.1

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such mediation is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Administration of Epilepsy Medication – EC § 49414.7

If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

Emergency Treatment for Anaphylaxis – EC § 49414

Requires school districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine

auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from a life-threatening severe allergic reaction (anaphylaxis).

Food Allergies (RCOE Administrative Regulation 5141.27)

Upon receiving notice of a student's food allergy or other special dietary need, the County Superintendent or designee shall ensure that a written health plan is developed, in consultation with the student's parents/guardians and health provider, to manage the student's needs while at school or at a school-sponsored activity. The plan shall seek to minimize the student's risk of exposure to the allergen and address actions to be taken if exposure occurs.

When notified by the parent/guardian that a student has a food allergy, the County Superintendent or designee shall inform the student's site administrator, teacher(s), bus driver, school nurse, coach, and/or any other personnel responsible for supervising the student, prior to the student's first day of school. The site administrator or designee shall notify substitute staff of the identity of any students with known food allergies and the school's response plan.

Epinephrine auto-injectors or other medicine provided for use in the event of an anaphylactic shock reaction shall be stored and used in accordance with law and BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions. In addition, staff shall call 911 and seek immediate medical attention for a student experiencing an anaphylactic shock reaction. As soon as possible, school staff shall contact the student's parents/guardians or other person identified as an emergency contact.

When a student with a known allergy will be off school grounds, such as on a field trip, he/she shall be accompanied by a kit containing at least two doses of epinephrine, other medications as noted by the student's health care provider, and, as appropriate, the student's individualized food allergy plan.

Lactating Pupils – EC § 222

Requires a school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school to provide, only if there is at least one lactating pupil on the school campus, reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast- feeding. These reasonable accommodations include, but are not limited to, access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child, permission to bring onto a school campus any equipment used to express breast milk, access to a power source for that equipment, and access to a place to safely store expressed breast milk.

Protocol for Verbal or Written Threats of Suicide by Students

Follow the RCOE Alternative Education Suicide Prevention Protocols if a student displays signs of suicide. Notify the Principal immediately if a student threatens suicide verbally or in writing. The Principal will notify law enforcement.

Student Accident/Health Services

If a student is injured, provide minor first aid in your classroom and complete the required accident report and forward to the office that same day. Students are not to be allowed to administer first aid to themselves or to others. If a child has more than a minor injury, send the student to the office (with another student if appropriate) for first aid. The teacher still has the responsibility for completing the accident form. If a child is seriously injured, contact the office for assistance. If a student is seriously injured, the office will call 911 for fire department paramedics and an ambulance if necessary.

Student Wellness (RCOE Board Policy 5030)

RCOE believes that foods and beverages available to students at schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the County Office of Education for all foods and beverages sold to students shall meet or exceed state and federal nutrition standards.

Tobacco-free Campus – HSC §§ 104420 and 104495

Requires all school districts and county offices of education that receive Tobacco Use Prevention (TUPE) funding to adopt and enforce a tobacco-free campus policy no later than July of each fiscal year. The policy shall prohibit the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles. Information about the policy and enforcement procedures must

be communicated clearly to school personnel, parents, pupils and the larger community. Signs stating "Tobacco use is prohibited" must be prominently displayed at all entrances to school property. Information about smoking cessation support programs must be made available and encouraged for pupils and staff.

HSC 104495 prohibits smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area. Any person who violates this section is guilty of an infraction and shall be punished by a fine of two hundred fifty dollars ($250) for each violation of this section. The prohibitions do not apply to private property or a public sidewalk located within 25 feet of a playground or a tot lot sandbox area.

School Operations

Accidents/Injuries on the Job

RCOE has incorporated an Injury and Illness Prevention Program. The intent of this program is to prevent or minimize the probability of injuries and illnesses to workers, students and visitors. An administrator needs to be informed immediately when an illness, assault/battery, or accident occurs. Administrators must notify Risk Management if an illness, assault/battery, or accident occurs.

Claims for Reimbursement

All purchases must be approved in advance. Claims for reimbursements are limited to mileage and some travel expenses (such as food). All reimbursements (mileage and limited travel/conference expenses) need to be submitted on a monthly basis. According to RCOE Administrative Regulation (AR) 3541.45 Part III. Travel Expense Claims: Travel expense claims must be submitted timely. All expenses will be recorded on the approved Riverside County Office of Education form as soon as possible after the end of the month in which the expense(s) occur. Expense claims submitted 60 days or more after expenses have been incurred will be given to the Deputy Superintendent or his/her designee for a final determination.

Receipts are required for food, parking, and other travel expenses (not mileage) that have not been pre-paid. Affidavits in Lieu of Receipts are only used when receipts have been lost.

Classroom Equipment, Property Management/Asset Inventory, and End-of-Year Checkout

Each classroom is furnished with 25 student desks with attached chairs, two tables, four chairs, one teacher desk and chair, one file cabinet, one book shelf, and two or three storage cabinets. Each classroom is equipped with one teacher computer, monitor, printer, LCD projector, and TV. Some classrooms are equipped with student computers.

Property Management/Asset/Inventories are conducted every year. Asset inventory reports list items on hand by asset ID and tag number, description, and type (capital, non-capital, component, improvement). The asset class is provided, as well as the unit base and total costs. The vendor for each asset is identified by ID number and name. Principals certify their assets/inventory each year.

Principals conduct end-of-year checkout procedures with their teachers. The teacher checkout, book inventory, and classroom inventory forms must be completed and signed by the teacher.

Early Dismissals/Student Pick-Up

When it is necessary to pick a student up during school hours, the parent/guardian is required to go to the office and present a picture ID in order to check the student out of school. Only persons whose name appears on the student's emergency card will be allowed to check the student out of school.

Electronic ID Badges and Keys

All keys/electronic ID badges used at RCOE facilities shall be the responsibility of the principal, department head or designee. Keys/Electronic ID badges shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position. A log of keys/electronic ID badges issued will be kept at each site. The person issued a key shall be responsible for its safekeeping. If a key is lost, the person responsible shall report the loss to the principal or designee immediately and shall pay for a replacement key. Keys/Electronic ID badges shall be used only by authorized employees and shall never be loaned to students. The master key shall not be loaned and the duplication of school keys is prohibited. All keys/electronic ID badges must be returned to the principal, department head or designee upon resignation or termination of employment.

Substitutes are to acquire their necessary keys from the office/school secretary on a daily basis. The sub is required to pick up the key upon arrival and return prior to departure. The office/school secretary at each site should have a lockable key box that is provided so a room key for each room can be retained.

Employee Use of Technology

Employees are authorized to use the Riverside County Office of Education's information technology resources in accordance with user obligations and responsibilities specified in Administrative Regulation 4040. Information technology resources include desktop and laptop computers, software, printers, copiers, E-mail and voice-mail systems, data processing systems, databases, Internet, Intranet, computer network, and related peripheral devices (RCOE Administrative Regulation 4040).

Fundraising

No funds may be collected from students for any purpose without prior written approval from the principal. No students may engage in fundraising efforts in the name of the school or any organization associated with the school without the prior written approval of the principal.

Funds that are collected must be accounted for as prescribed by the California Education Code. That will require that all money be receipted either individually or through a listing procedure approved by the principal. All such receipts, lists, and monies are to be turned into the secretary to be included in necessary audit materials. Money collected from students must be deposited into the school or club account. Funds collected from students are never to be taken from the school. No money collected shall be left in the classroom overnight, but must be turned in to the office for proper accounting and deposit. Students should obtain written parental consent to participate in fundraising activities.

Gender Equity and Transgender Students

Students and employees are not excluded from the participation in any program or activity on the basis of gender (III.G1). Students are guaranteed equal access to all courses, activities and other educational programs, regardless of gender. And courses and other educational activities may not be provided separately on the basis of gender (III-G2). The counseling of students is conducted in a manner that is not discriminating to either gender (III-G5). Physical education classes are co-educational with all students having equal access (III-G6).

AB1266 is fully in effect and amends Education Code §221.5, by adding subsection (f). Below is the complete text of Education Code §221.5.

(a) It is the policy of the state that elementary and secondary school classes and courses, including nonacademic and elective classes and courses, be conducted, without regard to the sex of the pupil enrolled in these classes and courses.

(b) A school district may not prohibit a pupil from enrolling in any class or course on the basis of the sex of the pupil, except a class subject to Chapter 5.6 (commencing with Section 51930) of Part 28 of Division 4 of Title 2.

(c) A school district may not require a pupil of one sex to enroll in a particular class or course, unless the same class or course is also required of a pupil of the opposite sex.

(d) A school counselor, teacher, instructor, administrator, or aide may not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from that offered to a pupil of the opposite sex or, in counseling a pupil, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. Any school personnel acting in a career counseling or course selection capacity to a pupil shall affirmatively explore with the pupil the possibility of careers, or courses leading to careers, that are nontraditional for that pupil's sex. The parents or legal guardian of the pupil shall be notified in a general manner at least once in the manner prescribed by Section 48980, in advance of career counseling and course selection commencing with course selection for grade 7 so that they may participate in the counseling sessions and decisions.

(e) Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

(f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

AB 1266: School Success and Opportunity Act General Guidelines

Who makes the request	The student and/or parent initiate the request.
Child Find	There is no obligation for the school to case find.
Confidentiality	• All persons, including students, have a right to privacy. This includes keeping a student's actual or perceived sexual orientation, gender identity, and gender expression private. • School personnel should not disclose a student's actual or perceived sexual orientation, gender identity, or gender expression to others, including, but not limited to, other students, parents, and/or other school personnel. Confidential information can only be shared on a "need to know" basis. • All students, including transgender and gender non-conforming students, have the right to openly discuss and express their sexual orientation, gender identity, and gender expression and to decide when, with whom, and how much to share private information.
Name/Pronoun	Students may request to be addressed by their "preferred name" and "preferred pronoun" that corresponds to their gender identity without obtaining a court order or without changing their official records. Parents may also request.
SIS (Unofficial Record)	The preferred name and sex shall be incorporated into the Student Information System.
Official Records	Follow district policy for name change.
Dress Code	Schools may adopt a dress code and school uniform policy that should be applied uniformly to all students. A transgender and/or gender non-forming student has the right to dress in accordance with their gender identity.
Separate Sex Restrooms	Schools may maintain separate restroom facilities for male and female students. Students shall have access to the restroom that is consistent with their gender identity.
Gender Neutral Restroom	May be used by any student who desires increased privacy, regardless of the underlying reason. The use of a gender neutral restroom shall be a matter of choice for the student and no student shall be compelled to use such a restroom.
Locker Room	Permits students to use locker room facilities consistent with their gender identity. If there is a reason or request for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative (e.g., alternative changing area; separate changing sched).
Athletic Teams / Competitions	Permits transgender students the opportunity to participate on athletic teams and CIF activities in a manner that is consistent with their gender identity.
Gender Segregation in Other Areas	In circumstances where students are separated by gender in school activities (e.g., physical education class, class discussions, field trips), students shall be permitted to participate in accordance with their gender identity. Activities that may involve the need for accommodations to address student privacy concerns should be addressed on a case by case basis.

Notification of Minimum Days and Pupil Free Staff Development Day EC § 48980(c)

Requires annual notification to advise parents of the schedule of minimum days and pupil-free staff development days at beginning of year or as early as possible/no later than one month prior.

Passes during Class

A log specifying the date, time, and name of each student who leaves the classroom shall be maintained by each teacher for safety purposes. Students should be encouraged to use the bathroom during passing times, but occasionally it is necessary to allow students to use the bathroom during class. Staff should only allow one student to go to the bathroom at a time, unless a student is ill.

Problems related to illness should be brought to the attention of the administration. If a student is ill and needs to be sent to the office, call the office or send a student with him/her. This is particularly important because a student may not be able to make it to the office unassisted. Students are never to be released to go home from the classroom. Students must check out through the office.

Records

The principal of each school site or certificated designee shall act as custodian of records for the students enrolled in his/her school (Code of Regulations, Title 5, Section 431). Education Code §49063 requires LEAs to notify parents in writing of rights related to student records. Education Code §49069 mandates procedures for notifying parents of the location of all official student records if not centrally located and the availability of qualified certificated personnel to interpret records when requested.

It is essential that staff members maintain records which objectively and exactly describe student attendance, grades, and behavior, and note other information that may be pertinent.

Parents may request official copies of their students transcripts by contacting their school secretary or attendance registration technician located at the community schools/regional learning centers.

Transferring Student Records

According to AB 1799 (January 1, 2013) and Education Code 49068 (b) and (c), schools are required to transfer mandatory permanent records within 10 school days upon receiving the request from a public school or private school.

Release of Information about Students

No matter how reasonable the request nor how legal the demand appears, requests shall not be honored which involve the release of any information about any pupil or family to anyone other than a person you know to be legally responsible for the care of that pupil. All inquiries and requests in releasing information should be referred to the administration.

Per Education Code §49073, parents must sign a consent form in order for the school to release specific (name, address, telephone number) information about the student to military recruiters (11th and 12th grade only), colleges, or prospective employers. Parents must sign a consent form in order for a school to use a child's name, photograph, or video recording for educational or promotional purposes.

Employees are not permitted to take pictures of students on their personal devices.

Requisition and Supplies

Each teacher will be allocated a budget to cover classroom supply needs. Needs which exceed the set amount will need to be justified to the principal prior to an additional allocation being made. This would include equipment or additional supplies.

Request for Conferences

A staff member interested in attending a conference shall communicate first with the principal. When returning the completed paper work for approval from the principal and central office, the staff member should be certain to attach a copy of the program and/or agenda of the conference. Each staff member is responsible for completing all required paper work following the conference and returning it to the principal's secretary. Teachers will be reimbursed for mileage and meals according to the RCOE policy.

Student Cumulative Record Folders

The office maintains the permanent student records (PSR) of all students. If a student is having difficulty in class, there may be information in the PSR which may be of help. Teachers are encouraged to review PSRs in order to gain valuable information to assist in the education of students. Do not remove any item currently in the file and do not remove the file from the office.

Persons Authorized Access to Student Records: A school is not authorized to permit access to pupil records to any person without written parental consent. Parental consent is not required when information is shared with other persons within educational institutions, agencies or organizations obtaining access, so long as those persons have a legitimate interest in the information.

The following shall have access to student records within five days following the date of the request:

1. Natural parents, adoptive parents, or legal guardians of students younger than age 18.
2. Adult students.
3. Those so authorized in compliance with a court order. If lawfully possible, the district shall first give the parent/guardian or adult student three days notice, telling who is requesting the specific records.

The following persons or agencies shall have access to those particular records which are relevant to the legitimate educational interests of the requester:

1. Federal, state and local officials, as needed for program audits or compliance with law.

2. Parent/guardian of pupil over 18 who is dependent.
3. A pupil 16 years of age or older having completed the 10th grade.
4. School officials and employees.
5. School Attendance and Review Board members and involved school officials & employees.
6. Officials or employees of other public schools or school systems where educational programs leading to high school graduation are provided.
7. County child welfare services workers responsible for the case plan of a minor who is being placed in foster care.

Under state and federal law, parents have an absolute right to the content of their child's education records (Education Code §49061, 20 U.S.C Section 1232g). The only time that a parent can block the other parent's access to such records would be through a court order. If parents are divorced, only parent having legal custody may challenge content of record (Education Code 49070), offer written response to record (Education Code 490702), or consent to release records to others (Education Code 49075).

Procedure for Access to Student Records: Records must be kept locked when not under the direct supervision of the person appointed by the principal. Access may be acquired after they have filled out the form, "Request for Review or Copies of Records." Access will then be arranged within five days. Records may be reviewed in the presence of an administrator or administrator designee. After reviewing the records the person must sign in on an access log, which should be kept in the file.

Social Security Numbers – EC §§ 49076.7 and 56601

Prohibits a local educational agency from collecting or soliciting social security numbers or the last four digits of social security numbers from students or their parents.

Uniform Complaint Procedure Notice, Student Learning-Williams and Valenzuela Settlement

Pursuant to Education Code §35186:

- There should be sufficient textbooks and instructional materials. Each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
- School facilities must be clean, safe, and maintained in good repair.
- There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.
    - Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
    - Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
- Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
- A complaint form can be obtained at the school office, Riverside County Office of Education, or downloaded from the website: www.rcoe.us.

Student Registration Procedures

Registration

Students begin the registration process by calling and setting an appointment with one of our attendance registration technicians located at our regional learning centers. Students will need to bring the following documents with them to their registration appointments:

- Transcripts
- Immunization Records
- Proof of age shall be required of all enrolling students. The legal evidence of age, in order of desirability, are birth certificate, baptismal certificate, passport, immigration certificate, Bible

record, or affidavit from parent/guardian.

- Probation Office Referral (if they are on probation)
- District Referral (for Community School Program unless Foster Youth)
- Expulsion Packet/Terms (if they are expelled)
- Individualized Education Plan (IEP) (if they are a Special Education student)
- Psychological Report (if they are a Special Education student)

Parents/Guardians are required to attend the registration appointment with their student. The student will be informed when and where to report for their first day of school. Foster Youth and Homeless Youth must be enrolled regardless of the lack of academic records, proof of residency, medical records, and immunization records.

Enrollment

The student's actual enrollment will begin when the student reports to school on his/her first day. Please review the Annual Notification of Parent Rights and Responsibilities and RCOE's registration materials for required immunizations and documents for enrollment.

Community School Expelled Student Referral (Riverside County Expelled Student Plan)

School Districts complete a Riverside County Office of Education Community School Referral for each student who is recommended for enrollment in the RCOE Community School program each year. The RCOE Community School program includes the classroom-based program for expelled students or SARB/DARB referred students, independent study, and the program for parenting teens (formerly Cal-SAFE). The LEA shall specify the date of review of readmission to the school district on the Community School Referral for students who are expelled. The Riverside County Office of Education is not legally responsible to continue service with a student and may refer back to the district of residence to determine placement.

For students with an identified disability, a local education agency representative must consult with a representative from the Riverside County Office of Education Alternative Education program, if this program may be considered as a placement option by the IEP team. A representative from the Alternative Education program must be in attendance at the IEP team meeting when placement decisions are made for the Alternative Education program. All psychological assessments for referred students must have been conducted within the past two years.

Caregiver Authorization (Family Code 6550 and RCOE AR 5141)

Persons 18 years of age or older who file with RCOE a completed caregiver's authorization affidavit shall have the right to enroll a minor in school and consent to school-related medical care for a student (valid for one year). School-related medical care is medical care that is required as a condition for school/program enrollment, including immunizations, physical examinations, and medical exams conducted by RCOE for students.

Homeless Children (McKinney-Vento 2001 Reauthorization and RCOE AR 5111.13)

Children who do not reside in a permanent, fixed residence shall be admitted to RCOE schools/programs.

According to section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), the term "homeless children and youths"—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence...; and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Health Care Coverage

California Assembly Bill (AB) 2706 seeks to reduce the number of eligible but uninsured children by requiring schools to provide information to families about their health care coverage options and enrollment assistance. The law requires schools to provide this information for school years 2015–2016, 2016–2017, and 2017–2018.

Immunizations – HSC §§ 120325, 120335, 120338, 120365, 120370, and 120375

The County Superintendent of Schools or designee shall not unconditionally admit any student to a County Office of Education elementary or secondary school, preschool, or child care and child development program for the first time nor after July 2016, admit or advance any student to grade 7 unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases:

1. Measles, mumps, rubella (MMR)
2. Diphtheria, tetanus, and pertussis (whooping cough) (DTP, DTaP, or Tdap)
3. Poliomyelitis
4. Hepatitis B vaccine
5. Varicella (chickenpox)
6. Haemophilus influenza type b (Hib meningitis)
7. Any other diseases designated by the CDPH

However, full immunization against hepatitis B shall not be a condition by which the County Superintendent or designee shall admit or advance any student to grade 7.

A student who qualifies for an individualized education program (IEP), unless otherwise exempt, shall be fully immunized in accordance with Health and Safety Code 120335 and this regulation. However, the County Office of Education shall continue to implement the student's IEP and shall not prohibit the student from accessing any special education and related service required by his/her IEP regardless of whether the student is fully immunized.

Exemptions from one or more immunization requirements shall be granted under any of the following circumstances:

1. The parent/guardian files with the County Office of Education a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe. The statement shall indicate the specific nature and probable duration of the medical condition or circumstances, including, but not limited to family medical history, for which the physician does not recommend immunization.
2. Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.
3. Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools.

Conditional Enrollment: The County Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that:

1. The student has not received all the immunizations required for his/her age group, but has commenced receiving doses of all required vaccines and is not due for any other doses at the time of admission.
2. The student has a temporary exemption from immunization for medical reasons pursuant to item #1 in the section "Exemptions" above.

The County Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all remaining doses as specified in 17 CCR 6035.

In addition, a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school. If such documentation is not presented within 30 days, the student shall be excluded from school until the required immunizations have been administered.

The County Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until the student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received.

The County Superintendent or designee shall immediately enroll homeless students, foster youth, and students of military families even if their immunization records are missing or unavailable at the time of enrollment. School or County Office of Education staff shall work with the student's prior school to obtain the students immunization records or shall ensure that he/she is properly immunized.

Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or an exemption is granted in accordance with the section "Exemption" above.

Before an already admitted student is excluded from school attendance because of lack of immunization, the county Superintendent shall notify the parent/guardian that he/she has 10 school days to supply evidence of proper immunization or an appropriate exemption. The notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any.

The County Superintendent or designee shall exclude from further attendance any already admitted student who fails to obtain the required immunization within 10 school days following parent/guardian's receipt of the notice specified above. The student shall remain excluded from school until he/she provided written evidence that he/she has received a dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or site administrator.

Exclusion Due to Exposure to Disease: If the County Office of Education has good cause to believe that a student has been exposed to a disease listed in section "Immunizations" above and his/her documentation of immunization does not show proof of immunization against that disease, that student may be temporarily excluded from school until the local health officer informs the County Office of Education in writing that he/she is satisfied that the student is no longer at risk of developing or transmitting the disease.

Procedures for a Safe and Orderly Learning Environment

Also located in Safe School Plan and Emergency Operation Plan (Maintained in the School Office).

Child Protective Services (CPS) Reporting

As mandated reporters, the staff at each school follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Pen. Code, 11166, subd. (g)).

School staff (certificated and classified) are mandated reporters of child abuse/neglect (Penal Code 11166). Child abuse includes physical abuse, physical neglect, sexual abuse, emotional abuse, and emotional deprivation. The law requires educators to make a report if they have a reasonable suspicion or if they directly observe evidence or have knowledge of abuse. Educators must report any child abuse/neglect by telephone and follow up with a written report within 36 hours. Failure to make a written report is a misdemeanor (Penal Code 11172) and may result in a loss of credential (Education Code §44421). Education Code §49380 and §44691 specify training and reporting requirements.

As mandated reporters, the staff at each Regional Learning Center follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Pen. Code, 11166, subd. (g)).

As a mandated reporter, any staff member who reasonably suspects that child abuse has occurred must provide his or her name and the following information when making the telephone report to a child protective agency:

- Name of the child.
- Present location of the child.
- Nature and extent of injury.
- Any other information, including that which led the person to suspect child abuse, requested by the child protective agency (Pen. Code, 11157, subd. (a).).

The written report is filed on Department of Justice Forms SS 8572 and SS 8583, which are obtained from county welfare and probation departments and local law enforcement agencies. Medical personnel then complete a special, uniform reporting form developed by the Attorney General, entitled "Medical Report – Suspected Child Abuse" (DOJ 900).

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establish the behavioral supports and social culture for all students in a school to achieve social, emotional and academic success. Teachers emphasize positive communication and make meaningful connections with students. Teachers use proximity control and intervene early in any escalation cycle. Teacher responses are positive comments or actions to students who demonstrate favorable behavior. A high rate of positive responses is typically defined as 4:1, that is a minimum of four positive responses to every one negative response. Instructors create a positive environment by frequently responding positively to students for appropriate and correct responding or performance. The instructor emphasizes the appropriate behavior and increases the likelihood that the student will repeat the behavior. Teachers respond positively with enthusiasm and sincerity. Positive responses are most effective when they are perceived by the student as sincere. The tone of voice and level of enthusiasm help increase the variety and effectiveness of positive responses.

Procedure for Leaving School/Student Pick-Up

When it is necessary to pick a student up during school hours, the parent/guardian is required to go to the office and present a picture ID in order to check the student out of school. Only persons whose name appears on the student's emergency card will be allowed to check the student out of school.

Restricted Campus

Riverside County High School is a closed campus. Students may not leave the campus without a parent/guardian or emergency contact coming to the school and signing the student out for an approved reason (e.g., illness, injury, medical appointment, serious illness of a family member, death of an immediate family member, court appearance, observance of a religious holiday or ceremony, etc.). If the parent/guardian is not able to pick up the student, students must bring a note from the parent/guardian in order to leave campus during the school day. A phone number where the parent/guardian can be reached should be written on the note to enable the school to verify the note with the parent/guardian.

Student ID Cards and Parking Permits

Students in alternative education programs are required to have identification cards (ID) when they are on campus. Students who drive cars on campus are required to provide a copy of their driver's license and automobile insurance in order to obtain a parking permit.

Visitors on Community School Campuses-School Visiting Procedures

All visitors and outsiders, as defined in law, local policy of the host school, and administrative regulations, shall register immediately upon entering any school building or grounds. Parents/Guardians and members of the media (including a publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station) shall register upon entering school premises during school hours (95 Ops.Cal.Atty.Gen. 509, 1996). When a Riverside County Office of Education class/program is located on a school district site, the policy and guidelines of the host school shall prevail for this purpose.

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors/outsiders while they are on school grounds. The site administrator or designee shall provide a visible mean of identification for all individuals, including parents/guardians, who are not students or staff members while on school premises. Volunteers, visitors, parents/guardians, substitute employees, vendors

and contractors shall wear a badge or other visible means of identification for the duration of their time on school premises. Students and staff should wear visible means of identification, if available.

The County Office of Education encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the County Office of Education's complaint processes if they have concerns with any County Office of Education program or employee. In accordance with Penal Code 626.7, the site administrator or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds. The County Office of Education recognizes that under California law, any person whose conduct materially disrupts classwork or extracurricular activities or causes a disturbance on school grounds may be guilty of a misdemeanor and subject to fine, imprisonment, or both. When such conduct occurs, the County Superintendent of Schools may take action leading to the imposition of these penalties.

Possession of unauthorized dangerous instruments, weapons or devices is prohibited on school premises, on any public right-of-way immediately adjacent to school property, or any other place where a teacher and student(s) are required to be in a connection with assigned school activities.

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

1. A student of the school, unless currently under suspension.
2. A County Board of Education member or County Office of Education employee.
3. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request.
4. A representative of a school employee organization who is engaged in activities related to the representation of school employees.
5. An elected public official.

In order to register, an outsider shall, upon request, furnish the site administrator or designee with the following information: (Penal Code 627.3)

1. His/her name, address, and occupation.
2. His/her age, if less than 21.
3. His/her purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

The site administrator or designee may refuse to register any outsider if he/she reasonably concludes that the individual's presence or acts would disrupt normal school operation; threaten the health and safety of students or staff; would result in damage to property; or would result in the distribution or use of a controlled substance. The site administrator or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff (Penal Code 627.4). If such a person is a parent/guardian, appropriate consideration and accommodations will be made with respect to their legal right to participate in their student's education.

When an outsider fails to register, or when the site administrator or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the site administrator or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment (Penal Code 627.7).

Any person who is denied registration or whose registration is revoked may appeal to the County Superintendent or site administrator by submitting, within five dates after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the County Superintendent or site administrator shall promptly mail a notice of the hearing to the person requesting it. A hearing before the County Superintendent or site administrator shall be held within seven days after receipt of the request. (Penal Code 627.5).

School Visiting Procedures-Presence of a Registered Sex Offender on Campus - EC §§ 49091.10 and 51101

Parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a County Office of Education student, shall only enter upon school grounds for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee. As necessary, the site administrator shall consult with local law enforcement authorities and/or legal counsel before allowing the presence of any such person at school or other school activity. The site administrator also shall report to the County Superintendent or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Any person required to register as a sex offender pursuant to Penal Code 290, including parent/guardians, shall only enter upon school premises for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee (Penal Code 626.81). The County Superintendent, site administrator, or designee shall make the determination regarding whether to grant access, for what purpose, and the duration of such access, based upon available information and upon consultation with local law enforcement authorities or legal counsel, if necessary. If a registered sex offender is granted written permission and has lawful business to enter upon school premises, he/she shall be accompanied by the site administrator or designee at all times while on school grounds.

Safe Place to Learn Act (EC §§ 234 and 234.1)

It is the policy of the State of California to ensure that all local education agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities. As such, school districts must adopt policies and procedures that address the following:

1. A policy that prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in PC 422.55 and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.
2. A policy that applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.
3. A process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying that shall include, but not be limited to all of the following:
   (a) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.
   (b) A timeline to investigate and resolve complaints that shall be followed by all schools under the jurisdiction of the school district.
   (c) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed.
   (d) Maintenance of complaints and their resolution for a minimum of one review cycle.
   (e) Manner to ensure that complainants are protected from retaliation and that their identities remain confidential, as appropriate.

Student Behavior

The Student-Parent Handbooks delineates the expectations for student behavior and consequence for rule infractions.

Student Dress Code

The Student-Parent Handbooks delineates the required dress code for students.

Suspension from Class by Teacher (Education Code §48910)

A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school/site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing

board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended. A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee of the principal for consideration of a suspension from the school.

Required Notification to Teachers

State law (Education Code §49079 and Welfare and Institutions Code 827) requires that teachers be notified of students who have committed certain offenses. All information is to be kept strictly confidential.

Physical Control and Corporal Punishment

An educator may exercise physical control over a pupil and shall not be subject to criminal prosecution when it is reasonably necessary to maintain order, protect property, or protect the health and safety of pupils. In no event should the amount of physical control be greater than necessary for intended purposes (Education Code §44807). Corporal punishment is prohibited in all public schools in California (Education Code §49001).

Releasing Students to Law Enforcement (Education Code §48906)

When a principal or other school official releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, as defined in Section 11165.6 of the Penal Code, or pursuant to Section 305 of the Welfare and Institutions Code. In those cases, the school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian. The peace officer shall take immediate steps to notify the parent, guardian, or responsible relative of the minor that the minor is in custody and the place where he or she is being held. If the officer has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours. The officer shall, however, inform the parent, guardian, or responsible relative whether the child requires and is receiving medical or other treatment. The juvenile court shall review any decision not to disclose the place where the minor is being held at a subsequent detention hearing.

Emergency Procedures

Each regional learning center's Emergency Operation Plan (EOP) meets the guidelines of the California's Standardized Emergency Management System (SEMS) and has developed, in consultation with public safety agencies (law enforcement, fire, public health), an "All Hazards" approach for mitigation, preparedness, response and recovery. School EOPs address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff.
2. Earthquake or other natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his/her duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Fires: When a fire is discovered in any part of the school, the following actions shall be taken (cf. 0450 – School Safety Plan; cf. 3516 – Emergency and Disaster Preparedness Plan):

- The principal or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system.
- The principal or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to a designated assembly area.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
- In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Fire Drills: Each regional learning center holds fire drills on a regular basis. As amended by SB 575 (Ch. 725, Statutes of 2001), Education Code 32001 states that every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

- The principal shall notify the staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building (5 CCR 550).
- Teachers shall ascertain that no student remains in his/her classroom and the building.
- Teachers and/or campus security supervisors shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal/designee and/or campus security supervisor shall keep a record of each fire drill conducted and file a copy of this record with the office of Superintendent or designee. Refer to RCOE School Site Emergency Drills and Procedures Reference Guide #009.

Earthquake Drills: Earthquake emergency procedures include the school building Emergency Operation Plan (EOP), drop and cover procedures, dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools, protective measures to be taken before, during, and after an earthquake, a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system.

Earthquake Drill Procedures:

A drop/cover/hold-on procedure in which students and staff members:

- Principal/Designee announces to drop to the ground and take cover.
- Students and staff take cover by getting under a desk or table.
- Hold on until the all clear signal is announced.
- Evacuate only if directed.

Specific Steps for the Drill:

1. Via the public announcement (PA) system, alarms, or verbal direction (in the event of a real earthquake, your signal will be the beginning of shaking itself):
    - Announce that the earthquake drill has begun and to *Drop, Cover, and Hold On.*

- Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.

2. After at least one minute, announce that the shaking is over.
3. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.
4. When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before teachers exit their rooms, take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire, do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.
5. Teachers take their classroom roll books and emergency kits to the evacuation area. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).
6. Staff use the buddy system. Classes should exit in pairs with one teacher in front and one in the back. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need.
7. In the absence of an instructional assistant, teachers need to be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort class(es) to their designated place in the EAA.
   - Use the suggested routes on your evacuation map or alternate route if your route is blocked or unsafe.
   - Everyone is to stay together and quickly and quietly evacuate following four Evacuation Rules: Don't talk. Don't push. Don't run. Don't turn back.
   - Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
   - Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

Shelter in Place: One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors.

Specific Steps to Shelter-in-Place at School:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave. There should be a way to communicate among all rooms where people are sheltering-in- place in the school.
- Provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.

- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Lock Down: In the event of any emergency that may require a lockdown, the school site administration and school police will work cooperatively and keep one another informed. The school principal or administrative designee or police makes the decision to lockdown. If this is not possible, the principal is notified as soon as possible.

Procedures to be followed for lockdown:

- All teachers/staff are to immediately lock doors/windows in their area.
- Keep all students away from windows.
- This is the same for office staff, parent rooms, cafeteria, etc.
- Doors are not to be opened for anyone. Officials who may need access have keys.
- Everyone is to stay indoors until an "all clear" is indicated.

Air Quality Reports

During times of heightened air pollution (especially spring, summer, and fall) RCOE (OSS, Safety Emergency Management) sends out a daily air quality report obtained from local government sources. This report makes recommendations of individual physical activity based upon the current air quality. Each school uses this to limit outside activities, especially physical education, to protect the health of our students and staff. When air quality reaches Pollutant Standard Index of 138 or higher or if the temperature reaches 100 degrees Fahrenheit or above, physical activity shall be limited by students.

Hazardous Materials

Keenan & Associates conducts an annual Hazardous Materials Inventory and Inspection throughout the Riverside County Office of Education. RCOE has adopted an Integrated Pest Management (IPM) policy with regards to pest management on RCOE property and complies with the notification, posting, recordkeeping and all other requirements of the Healthy Schools Act.

Search and Seizure

School administrators may search individual students, their property and County Office of Education property under control, when reasonable suspicion that the search will uncover evidence that the student is violating the law, County Office of Education policy, administrative regulation, or other rules of the County Office of Education or school. Employees shall not conduct strip searches or body cavity searches of any student (Education Code §49050). Searches shall be conducted in the presence of at least one other County Office of Education employee. The site administrator/designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search. Administrators and staff shall not search cell phones. Law enforcement will be contacted if contraband is discovered.

Canine Detection

RCOE strongly believes in safe campuses and all students are behaving in a responsible manner. The purpose of the canine program is to serve as a deterrent to students who might bring harmful items on to campus and to provide all students and staff with a safe environment. Each RLC participates in random canine inspections using non-aggressive detection canines certified to detect illicit drugs, alcoholic beverages, and gunpowder.

Sexual Harassment

Each regional learning center adheres to the guidelines on sexual harassment set forth by the Riverside County Office of Education. The Board of Education prohibits sexual harassment in the working environment of RCOE employees or applicants by any person in any form. Sexual harassment of or by any employee is not tolerated. The Board considers sexual harassment to be a major offense, which may result in disciplinary action or dismissal of the offending employee or suspension/expulsion of any offending student.

It is the policy of the Riverside County Office of Education that sexual harassment is unacceptable conduct in the workplace and is not tolerated. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or education setting (Education Code §212.6).

Sexual harassment guidelines apply to school personnel, as well as students. Kindergarten through third grade students are not responsible for their behavior according to California State Law. However, students in fourth through fifth grade are subject to all legal actions under the law.

Purpose: The purpose of the policy is to provide the work environment free of sexually harassing conduct or behavior and to provide uniform guidance and procedures on this subject. The site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the RCOE's harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

Maintenance and Repair

Custodians

Please channel all special requests for custodial services through the principal. If there is an emergency of a custodial nature, call the office and the custodian will be summoned. Remember that the custodian is only responsible for the routine clean-up of the classrooms including emptying the trash, vacuuming the carpet, washing the sink, filling the towel bin, filling the soap dish, and sweeping the floor. Teachers should make sure that the floor is clean and neat at the end of each class period and that the desks are free of writing. If the classroom has separate chairs, make sure they are on the desks or tables or stacked neatly at the end of the day. Inform the principal if the classroom is not cleaned adequately.

Maintenance and Repair

Any classroom items needing repair should be reported to the office in writing, unless it is an emergency. A written work order will be sent to the district maintenance office requesting repair which cannot be accomplished by our custodial staff.

Parent Involvement

Parent Rights

Parent rights and responsibilities are provided to families annually at registration and are detailed in RCOE Administrative Regulations 5020.

Parent Involvement Policy

The local governing board has adopted and is implementing a policy on parent involvement. The LEA receiving Title I, Part A funding has developed jointly with, agreed to, and distributed to parents a written parental involvement policy describing how the LEA:

(a) Involves parent in the joint development of the LEA Plan and in the process of school review and improvement.
(b) Provides coordination, technical assistance, and other support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
(c) Builds school and parent capacity for strong parental involvement.
(d) Coordinates and integrates Title I, Part A parental involvement strategies with parental involvement strategies of other programs.
(e) Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in Title I activities, uses the findings of the evaluation to design strategies for more effective parental involvement; and revises, if necessary, the Title I parental involvement policies. Involves parents in activities of schools served by Title I.

1.1 The LEA policy on parent involvement for all students (Title I and non-Title I) in the LEA is consistent with the following goals and purposes:
(a) Help parents develop skills to use at home that support their children's academic efforts and social development.
(b) Provide parents with techniques and strategies that may utilize to improve their children's academic success and to assist their children in learning at home.
(c) Build consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
(d) Train teachers and administrators to communicate effectively with parents.

1.2 The LEA receiving more than $500,000 in Title I, Part A funds reserves not less than 1 percent of its allocation to carry out 20 U.S.C. §6318 including promoting family literacy and parenting skills.

1.3 Parents of Title I students are involved in the decisions regarding how the 1 percent reservation for parental involvement is allotted for parental involvement activities.

Alternative Education Course Credit Approval
Rationale for Exceeding 30 Credit Semester Limit

Teacher Name:_____ Date:_____

Principal Name:_____ School:_____

Course Requested to Exceed Limit:_____Course Number:_____

Process for Awarding Credits Each Semester
Courses are based on 5 credits per semester. Semester credits (5 credits per course) will not be awarded before the end of the semester. This form is requesting an additional course which would exceed the 30 credit limit per semester. ***One form is required for each course requested over the 30 credit limit.***

Courses completed outside of the 360-minute school day (Work Experience, Concurrent Enrollment in College, and PE for Independent Study) will not require this form.

Student Data Justifying Exceeding the 30 Credit Course Limit (Completed by Principal at the beginning of term):

Date/Time Span	July 1 to Mid-August	Fall Semester Mid-August to Mid-December			Spring Semester January 1 to end of May			June 1 to June 30
Maximum Credits	Up to 10 credits	30 credits			30 credits			Up to 10 credits
Approval for additional credits over 30 requires prior written approval from the central office administrator *(must be submitted and approved prior to scheduling student)* Principals monitor teacher lesson plans, student assignments, grades, and credits in Aeries before submitting request.		**Metric**	**Student Data**		**Metric**	**Student Data**		
		Student Accucess or RenLearn scores (grade-level)			Student Accucess or RenLearn scores (grade-level)			
		All short-cycle assessments at 70% or higher for ELA and/or Math			All short-cycle assessments at 70% or higher for ELA and/or Math			
		Grades (3.0 GPA)			Grades (3.0 GPA)			
		Credit history (minimum of 30 credits earned per semester from one previous year or two terms).	# Credits	# Credits	Credit history (minimum of 30 credits earned per semester from one previous year or two terms).	# Credits	# Credits	
		Attached student work samples (a minimum of 10) indicating grade-level work.			Attached student work samples (a minimum of 10) indicating grade-level work.			

Principal Signature:_____ Date Submitted:_____

Central Office Administrator Approved ☐ **Central Office Administrator Denied** ☐

Central Office Administrator written justification for granting 5 credits exceeding 30 credits per semester:_____

_____

Central Office Administrator Name:_____

Central Office Administrator Signature:_____Date:_____

A copy of this form shall be uploaded to Aeries if approved. If not approved, it will be filed at the central office.

On-Line/Internet Services: User Obligations and Responsibilities

Students are authorized to use the County Office of Education's equipment to access the internet or other on-line services in accordance with user obligations and responsibilities specified below and in accordance with the Riverside County Office of Education Student Use of Technology - Acceptable Use Policy (6163.4) and Student Use of Technology - Acceptable Use Regulation (AR 6163.4).

1. The student in whose name an on-line services account is issued is responsible for its proper use at all times. Users shall keep personal account numbers, home addresses and telephone numbers and passwords private. They shall use the system only under their own account number.

2. Students shall use the County Office of Education's system safely, responsibly, and only for purposes related to education. Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited.

3. The County Office of Education reserves the right to monitor any on-line communications for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by County Office of Education officials.

4. The use of the County Office of Education's system is a privilege, not a right, and inappropriate use shall result in a cancellation of those privileges.

5. Students are prohibited from accessing, posting, submitting, publishing or displaying harmful matter or material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion or political beliefs.

   Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the offensive interest and is a matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political or scientific value for minors (Penal Code 313).

6. Users shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or County Office of Education policy.

7. Copyrighted material may not be placed on the system without the author's permission. Users may download copyrighted material for their own use only.

8. Vandalism will result in the cancellation of user privileges. Vandalism includes the intentional uploading, downloading or creating computer viruses and/or any malicious attempt to harm or destroy County Office of Education equipment or materials or manipulate the data of any other user, including so-called "hacking."

9. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify or forge other users' mail.

10. Users shall report any security problem or misuse of the services to the teacher or site administrator.

11. Students shall not disclose, use or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students shall not disclose such information by other means to individuals located through the Internet without the permission of their parents/guardians.

    Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

12. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

The site administrator or designee shall make all decisions regarding whether or not a user has violated these regulations and may deny, revoke or suspend a user's access at any time. The decision of the site administrator or designee shall be final.

Student Contract Agreement – Parent/Guardian Permission

Parent or Guardian:

(if the applicant is under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of _____, I have read the Riverside County Office of Education Student Use of Technology – Acceptable Use Policy and Student Use of Technology – Acceptable Use Regulation (see back of form). I understand that this access to the internet and on-line sites is designed for educational purposes and the Riverside County Office of Education has taken available precautions to eliminate controversial material.

As the student_____, I have read the Riverside County Office of Education Student Use of Technology – Acceptable Use Policy and Student Use of Technology – Acceptable Use Regulation (see back of form). I understand that this access to the internet and on-line sites is designed for educational purposes and the Riverside County Office of Education has taken available precautions to eliminate controversial material.

However, I also recognize it may not be possible for the Riverside County Office of Education to restrict access to all controversial materials and I will not hold the Riverside County Office of Education, its personnel, the County Superintendent of Schools, or the County Board of Education, responsible for materials acquired on the network.

I hereby give my permission to issue an account for my child. I certify that the information contained on this form is correct.

Parent or Guardian:

Parent Name (Print):_____

Parent Signature:_____ Date:_____

Student:

Student Name (Print):_____

Student Signature:_____ Date:_____

LCAP Year ☒ 2017–18 ☒ 2018–19 ☒ 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)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	~~Come Back Kids~~ CBK Charter		
Contact Name and Title	Janice Delagrammatikas Principal	Email and Phone	jdelgrammatikas@rcoe.us

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

~~Come Back Kids~~ CBK Charter School Profile

The ~~Come Back Kids~~ CB Charter School was established in July 2013 to meet the academic needs and behavior support of at-risk students ages 16 to 24, including high school dropouts, expelled students, foster youth, homeless, probation, and students with disabilities. The Charter operates under the authority of the Riverside County Superintendent of Schools with the goal of preparing students for future success by providing a supportive school environment that focuses on increasing academic and pro-social skills, and foundational college and career experiences. Currently, there are 23 CBK sites in easily-accessible locations throughout Riverside County. CBK Charter ~~Come Back Kids~~ is accredited by the Western Association of Schools and Colleges (WASC) and provides students with curriculum, instruction, and assessment to ensure that students graduate from high school well prepared for college and careers. ~~Come Back Kids~~ CBK Charter developed the LCAP with the focus on the CBK Mission, Vision, Schoolwide learning Outcomes and the eight state priorities.

-CBK Vision-

Preparing every student for success in college, career and the community

-CBK Mission-

Creating personalized learning opportunities for all students to prepare them to be future ready through rigorous academics, post-secondary opportunities, and safe and supportive learning environments.

-Schoolwide Learning Outcomes-

CBK Students are:

Growthminded

Resourceful

Actively engaged

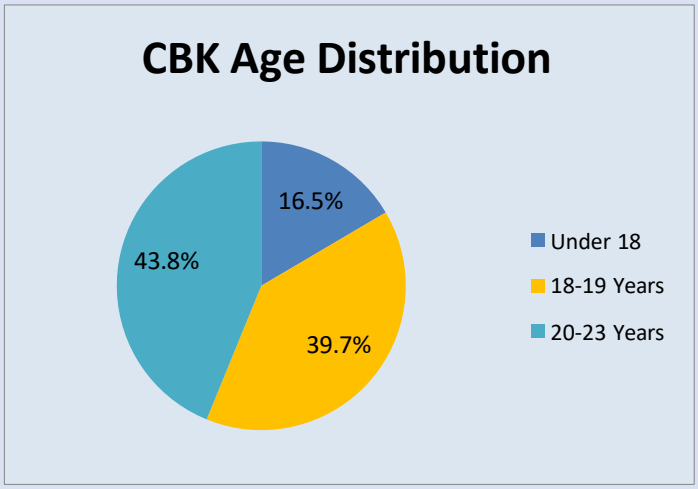
Determined

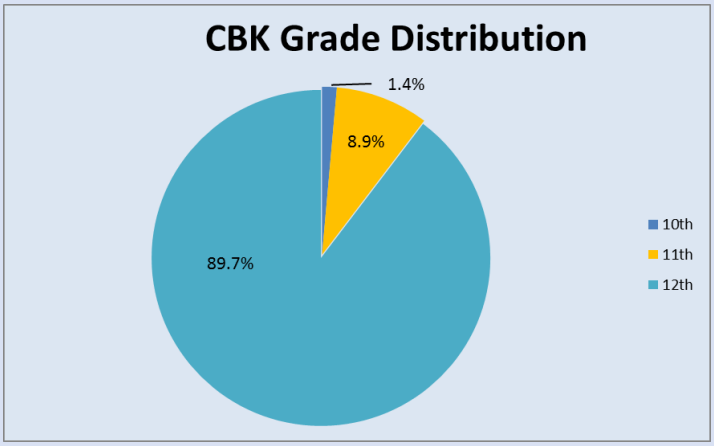
Socially responsible

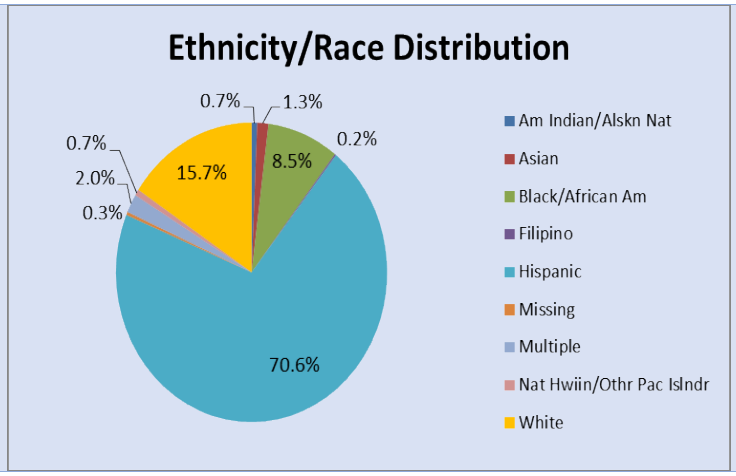
CBK offers a combination of high-quality learning opportunities, a rigorous learning environment, and strong interagency collaboration. Many CBK sites are located in local youth opportunity centers, libraries, and school district settings, while others are located in RCOE operated learning centers. The CBK Charter incorporates an individualized instruction/independent study model via a student-tailored standards-based curriculum as the primary plan. Students are offered credit recovery, CTE, work experience and internship, foreign language, a-g, AP, and dual enrollment courses. A classroom-based instruction model is also used for intervention workshops and designated ELD instruction.

CBK students prepare to earn their high school diploma, or high school equivalency exam. The CBK College Connection Program offers students opportunities to visit colleges and trade schools to learn about financial aid and college matriculation processes. Students also complete a post-secondary transition plan which includes opportunities for dual enrollment courses, work experience, leadership opportunities, and CTE Pathways.

Goals and actions in the Local Control Accountability Plan (LCAP) are aligned to the state priority areas The parent involvement goal has been treated differently since 85% of the CBK students enrolled during the 2016-2017 school year were 18 years or older and they were treated as adult students. For this reason, many of our parent involvement activities are directed at our students learning about and advocating for their education. Parent involvement remains a priority for CBK and we strive to create meaningful opportunities for parent involvement in our school advisory council, our LCAP planning, and in our direct services to students. Over 83% of our students are outside the 4 year graduation cohort rate and the drop-out rate does not apply. The CBK Charter was founded in an effort to reduce the countywide dropout rate and increase the graduation rate. CBK works closely with the 23 County partner districts to engage students who drop out or who do not graduate with their cohort. For this reason, CBK, like other RCOE operated schools, will continue to use the countywide graduation and dropout rate as one measure of success. Since CBK is an Alternative School Accountability Model School additional measures of student success are reported such as credit attainment, graduation beyond the cohort, high school equivalency exam passage, and student retention.







LCAP HIGHLIGHTS

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

The ~~Come Back Kids~~ CBK Charter 2017-2020 LCAP consists of three goals with 34 actions, 22 of which are school-wide actions and 15 are for identified student groups. This year's LCAP includes additional actions for college and career readiness (Goal 1) that are aligned with the College Readiness Block Grant.

Parents, pupils, and community partners were involved in the needs analysis beginning in October 2016. An LCAP survey was administered to all stakeholders and focus group meetings were held throughout the county at ~~Come Back Kids~~ CBK Charter sites to ensure that staff, parents, and students had the opportunity to analyze data, read current research, review the Annual Update, and provide input. Stakeholders had further input and the opportunity to comment on the LCAP draft in the School Advisory Council and Leadership Meetings.

In the LCAP Annual Update, a total of 13 measurable outcomes met/exceeded the metric targets, 2 increased but did not meet the target, 0 did not change, 6 have not been reported for this school year, 2 declined, and one is a new baseline measure.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

The ~~Come Back Kids~~ CBK Charter School made greatest progress on LCAP Goal 3 (College and Career Readiness), and on Goal 2 (Attendance and Engagement). The progress is attributed to increased or improved services for all students.

College and Career readiness increased for all students in ~~Come Back Kids~~ CBK Charter in 2015- 2016. The Riverside County graduation rate increased from 86.7% in 2014-2015 to 89.2%. In CBK 2015-2016, 97% of all continuously enrolled CBK students who began the academic year with 150 or more credits met their graduation goal. The percentage of students who scored *Conditional Ready or Ready* on the ELA increased from 3% to 18% in 2016. In 2017, 63.6% of CBK students who attempted the high school equivalency exam passed, 100% of seniors had individualized transition plans in place, 14.4% of CBK students completed a CTE course and 2.5% were enrolled in a concurrent college course. The percentage of students completing one UC a-g approved course was 38.9% and 11% of CBK students had completed an online AP course.

The increases in college and career readiness are attributed to the increase in UC a-g approved course offerings, concurrent enrollment courses, the addition of CTE

pathways, the implementation of Vocademy, work experience courses, and the internship program, a new high school equivalency exam, and the targeted focus of the College Connection Resource Specialist.

Goal 2 (Attendance and Engagement) increased for all students in CBK in 2016 -2017. The student attendance rate increased from 82.9% to 84.7%. CBK student's reported higher than the national average on the Gallup Student Poll Hope and Engagement Indexes. Students reported a 10% increase in Social – Emotional Strategies between pre and post surveys administered to students enrolled in the Values and Decisions Class. The overall student retention rate was 64.1%.

Increases in Goal 2 are attributed to a system of intervention which removes barrier to education and increases engagement. Community Dropout Prevention Specialists monitored student attendance and retention and provided immediate support to maintain enrollment. Additional supports and courses were offered to build student's educational achievement and social emotional strategies. Social workers were available to students. Work experience, internship programs and experiential learning opportunities increased the relevance of the school program. The MTSS PLCs focused attention on students who were at risk of disengaging. Extensive training of all staff in MTSS and PBIS also led to increased student attendance and engagement.

Academic achievement in English-language arts and math (Goal 1). Thirty six percent of CBK students who scored two or more grade levels below their current grade increased their Lexile level by at least one grade level and 32% increased their math achievement level by one or more grade levels.

Progress on this goal is attributed to the implementation of revised units of study and short-cycle assessments in ELA along with the support from the ELA/ELD and math TOSA. Professional learning community collaboration on data analysis and lesson planning emphasizing differentiated instruction positively impacted student achievement in ELA and math. Standardizing the CBK Curriculum through the use of the Haiku Learner management system and common formative assessments also increased the rigor of ELA and Math across all CBK sites.

Referring to the LCFF Evaluation Rubrics, 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

~~Come Back Kids~~ CBK Charter is an Alternative Accountability Model School and the LCFF Evaluation Rubric is not a reliable indicator of success or need. Over 82% of our students are outside the graduation cohort and fewer than 10% participate in the state Smarter Balanced Assessments. CBK has selected alternative accountability measures that are correlated to our CBK Charter Goals and that have been approved by our School Advisory Council.

The only LCFF Rubric that was red was the cohort graduation rate and based on the student population served by CBK that indicator will continue to be red.

- Although fewer than 10% of CBK students took the Smarter Balanced Assessments in 2016, there was a decrease from 26% meeting or exceeding standards in 2015 to 18% meeting or exceeding in 2016
- Although fewer than 10% of CBK students took the Smarter Balanced Assessments in 2016, there was a decrease in the percentage of students nearly meeting the math standards from 7% in 2015 to 5% in 2016.
- CBK Short Cycle Assessments continue to indicate that all students need intensive instruction and intervention in math and ELA. Twenty four percent of CBK students scored above 70% on short cycle assessments in ELA and 11% scored above 70% in math.
- CBK needs to continue implementation of the internship opportunities for students.

Three students in the current year were placed in internship programs. The work to implement the program and design the supporting curriculum was put in place this year.

- CBK needs to continue implementation of NGSS Science Standards.
- Though the retention rate was 64.1% in 2016, this continues to be an area of great need and closely related to the main goal of our charter that every student in Riverside County will graduate from high school well prepared for college and the workforce.

~~Come Back Kids~~ CBK Charter will implement the following actions to improve ELA and math achievement:

- Continue the implementation (initiated in 2014-2015) of the new math textbook aligned to the California (Common Core) Standards.
- Continue mathematics tutoring (which started in 2015-2016).
- Continue the implementation (initiated in 2015-2016) of the new ELA/ELD textbook aligned to the California (Common Core) Standards.
- Provide intensive support for teachers in strategies to differentiate instruction (individualized or small group instruction, scaffolding) during summer professional development, Wednesday PLCs.
- Continue data teams during Wednesday PLCs to analyze assessment results, plan instruction, and implement interventions (in-class support, extended learning time, tutoring).

Referring to the LCFF Evaluation Rubrics, 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

Data was not available for the EL sub group on the Smarter Balanced Assessment due to the small number of students who tested. Eight EL students were reclassified in 2017 compared to one student in 2016. However, the EL student population did have lower test scores on the ELA and Math Short Cycle Assessments than all students. 17% of EL students scored 70% or higher on ELA short cycle assessments compared to 24% of all students. On the math assessments 3% scored at 70% or higher compared to 11% in the all student group. Though the increase in reclassification was significant, test scores indicate this group of students still needs intervention. The goals for English Learners will continue in the LCAP for 2017-2018.

~~Come Back Kids~~ CBK Charter will continue to provide instruction in English language acquisition in designated and ELD classes. ~~Come Back Kids~~ CBK Charter will provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes with support from principals, TOSA, and collaboration during PLCs. Strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, Thinking Maps, Reciprocal Teaching) in ELA and math will be implemented.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Low income students will be scheduled in intervention/support classes based on assessment scores. Support classes include reading and math intervention classes, Plato credit recovery, tutoring by teachers and contracted tutors.

English learners will be provided with instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Teachers will analyze data on EL students every month during collaboration time on Wednesdays in order to implement strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, and Thinking Maps) in ELA and math.

Foster Youth, EL, and low income students will receive continued support through the College Connections and the Social Work Intern program. The College Connection Project provides transitional support services to youth who attend CBK Charter ~~Come Back Kids~~. Social Work Interns provide individual counseling based on academic, behavioral, and emotional needs.

Low income, English learners, and foster youth will receive support from the Community Dropout Prevention Specialists (CDPs). Students will be provided additional intervention classes in the Get Focused Stay Focused Class and their attendance and enrollment will be monitored by CDPs

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$5,596,815
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$567,836

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included in the LCAP are payments for indirect services provided by RCOE, salaries (unless identified in the LCAP), and operational services.

$6,289,038	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1: Students will demonstrate proficiency in the California State Standards in reading, writing, speaking listening, and math.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By June of 2017, the percentage of continuously enrolled students who meet or exceed standards on the CASSP ELA will increase from 18.4% to 23.4%.	As of June 2017, data not reported yet.
By June of 2017, The percentage of continuously enrolled students who meet or exceed standards on the CASSP math will increase from 0% to 5%.	As of June 2017, data not reported yet.
By June 2017, 20% of all continuously enrolled students, in the aggregate and for each subgroup will score a minimum of 70% on the short cycle assessments in ELA.	As of June 2017, the percentage of students, in the aggregate scored a minimum of 70% on the short cycle assessments in ELA decreased from 28% to 24%.
By June 2017, 20% of all continuously enrolled students, in the aggregate and for each subgroup will score a minimum of 70% on the short cycle assessments in Math.	As of June 2017, the percentage of students, in the aggregate scored a minimum of 70% on the short cycle assessments in Math increased from 7% to 11%.
By June 2017, the percentage of students who increase their Lexile level at least one levels as measured by Accuccess post-tests will be at 20%.	As of June 2017, the percentage of students who increased their lexile level at least one levels as measured by Accuccess post-tests was 36%.
By June 2017, the percentage of students who increase their math achievement levels by at least one grade level as measured by Accuccess post-tests will be at 20%.	As of June 2017, the percentage of students who increase their math achievement levels by at least one grade level as measured by Accuccess post-tests was 32%.
By June 2017, teachers will continue professional development in California State Standards and expand to include NGSS and social science literacy skills.	As of June 2017, all teachers continued professional development in California State Standards and expanded to include NGSS and social science literacy skills.
	As of June 2017, this data was not collected for 2017 since it is no longer required

By June 2017, increase percent of HQT from 48.7% to 53.7%. Maintain Textbook Sufficiency.	by NCLB. However, no CBK teachers were mis-assigned. As of June 2017, Textbook Sufficiency was maintained.

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**

Actions/Services

PLANNED

1.1 Continue to implement and support the California State Standards in ELA/ELD and Math.

a) Update the California State Standards maps, units of study, and short cycle assessments in ELA/ELD and math.

b) Adopt new ELA/ELD textbooks.

c) Provide professional development for teachers on new ELA/ELD adoptions during PLCs and through internal and external conferences.

d) Develop and implement upper level math courses. Implement ERWC.

e) Provide support from principal, TOSA/consultants with implementation of ELA/ELD and Math units of study.

f) Provide BTSA and VPSS to meet content area qualification in the core subject areas.

g) Purchase and deploy additional textbooks to replace lost text books.

h) Continue implementation of an online learning management system for students. (Haiku)

ACTUAL

Project-based learning was implemented in the ELA/ELD and math units of study. One project was implemented in math and science in the fall of 2016 and ELA and history in the spring of 2017.

The ELA/ELD standards maps, units of study, and short-cycle assessments were updated to align with the new ELA/ELD textbooks that were implemented in the 2016-2017 school year.

The math standards maps, units of study, and short cycle assessments were revised for the 2016-2017 school year.

A total of 2,442 new ELA/ELD textbooks were ordered and distributed in the fall of 2016. 1,200 Supplementary ELA novels were purchased and distributed.

All teachers attended the Summer Institute of Learning and Knowledge (SILK) and Professional Learning Community (PLC) workshops every Wednesday for a total of 34 sessions for the school year. Teachers also participated in Increased Learning Time (ILT) for two hours twice each month (after Data Team PLCs and Leading Edge PLCs).

SILK Professional Development	#Sessions
Project-Based Learning (June SILK).	10
Updated ELA/ELD and math Units of Study (July).	10
• ELA/ELD textbook training (August SILK). • ELA/ELD and math instructional differentiation & classroom management • IEP development (August SILK). • Multi-Tiered System of Support (August SILK) • Plato and Technology Aeries Gradebook (August SILK).	1 1 1 1 1

PLC Topic	#Sessions
One Wednesday each month for site data teams.	9
One Wednesday each month for Multi-Tiered System of Support for Students.	9
One Wednesday each quarter on best practices for students with disabilities.	5
One Wednesday each quarter on high-impact ELA strategies and routines.	4
One Wednesday each quarter on explicit strategy instruction in mathematics.	4
One Wednesday each semester on Aeries Grade Book.	2
One Wednesday each semester on the Next Generation Science Standards.	2

Conferences attended by certificated and classified staff (total of 50 staff):

Four new teachers participated in the Center for Teacher Innovation Induction program in 2016-2017. VPSS was not offered this year due to pending changes in HQT requirements.

$2,362.34 was spent on replacement textbooks and were distributed to sites.

The Learning Management system was continued to standardize and share curriculum and resources between all CBK sites, including ELA and Math Units of study, art, electives, work experience, CTE Pathways and social science courses.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$315,454	$302,198

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 **2**

	PLANNED	ACTUAL
Actions/Services	**1.2** Providing extended learning opportunities **a)** Use data from PLC data teams meetings to identify students for extended learning time, small group instruction, reading intervention, math intervention and designated ELD. **b)** Modify lessons based on data and IEP goals during scheduled PLC times and provide differentiated instruction with support from TOAs. **c)** Develop and implement learning activities that incorporate collaborative conversations, speaking and listening, and presentations using technology. **d)** Replace or increase tablets/computers/printers for instruction in the California State Standards in ELA, math, science and social sciences. **e)** Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas and train teachers on WICOR strategies (writing, inquiry, collaboration, organization, and reading). **f)** Continue contracts to provide fine art programs at six regional CBK sites, like Artery.	Teachers analyzed student learning from assessments (Accucess, short-cycle, and curriculum based assessments) at monthly PLC meetings in order to target instruction based on needs and implement interventions to address gaps in learning. Targeted instruction was provided by teachers using individual instruction and through the math and ELA intervention programs in Accucess. Teachers used data to place students in reading and math intervention classes. Which were held one morning each week. Two of the three TOAs provided services all year. One TOA position remained vacant all year after several unsuccessful recruitments. One school psychologist position remained in place all year. One school psychologist position was eliminated. The two TOAs and one psychologist worked with teachers to develop IEP goals and implement differentiated instruction based on accommodations/modifications and supplementary aides/services. Math tutoring was provided in the CBK classrooms by both AVID Tutors and Contracted tutors. **Tutoring** — **# Tutoring Sessions** AVID Tutoring — 360 Contracted Tutoring — 400 Students utilized tablets (1:1 student to tablet ratio to conduct research, write reports, create projects, prepare and deliver PowerPoint presentations, and engage in math and ELA curriculum.. The tablets and computers were also used to administer the RCOE short-cycle assessments, Accucess pre-/post-tests, and the SBAC assessments. Interactive large screen monitors were implemented in nine CBK sites. Fine Art Programs were offered at 10 CBK sites throughout the school year.
Expenditures	BUDGETED (see goal 1, action 1)	ESTIMATED ACTUAL $27,000 Worth Arts Visual plus included in Goal 1, Action 1.

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 **3**

		PLANNED	ACTUAL
Actions/Services		**1.3** Implement NGSS and social science standards. **a)** Exploring NGSS and Social Science standards and beginning to develop standards maps and assessments. **b)** Provide staff development that focuses on best practices for student engagement strategies using inquiry-based science to explore popular STEM (science, technology, engineering and math) challenges. **c)** Provide staff development in Next Generation Science Standards, Common Core and STEM Concepts for the Classroom by using science demonstrations, experiments, and thought-provoking ideas that promote exploration and strengthen critical thinking skills. **d)** Begin to implement a biology course with wet labs. Recruit and hire one credentialed science teacher to provide labs.	Teachers on the Curriculum Committee studied the Next Generation Science Standards during meetings from August 2016 to May 2017 and completed the following: • Identified each of the dimensions connected to a Performance Expectation. • Reviewed the process to integrate a Science and Engineering Practice and Crosscutting Concept in the classroom • Identified examples of student engagement of the Science and Engineering Practices and Crosscutting concepts. • Reviewed a performance task to assess student learning around the performance expectation. Teachers and administrators attended a one full day of Professional Development exploring science activities for the classroom and one PLC follow-up for hands on science explorations. Two Principals and five teachers attended a week long in depth science exploration training. An itinerant science teacher was hired who conducted 4-5 science labs at each CBK site each semester for a total of 148 science labs. Science labs were created and prepared to sustain the science lab program in the 2017-2018 school year. Biology lab materials were purchased.
Expenditures		BUDGETED (See Goal 1, Action 1)	ESTIMATED ACTUAL $116,193 included in Goal 1, Action 1.

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.	All three actions and corresponding sub-actions were implemented this year in order to improve academic achievement in reading, writing, and math. CBK experienced challenges in starting the tutoring program due to changes in the bidding requirements. Teachers updated the units of study and short-cycle assessments aligning them to new textbooks, adding project-based learning activities, and increasing opportunities for the practice of academic language. Students reported positive feedback on the individualized instruction by the math tutors. An itinerant science teacher provided two series of science labs at all CBK sites throughout the county. The professional development plan was successfully implemented and all teachers participated in monthly data team meetings.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Three actions and all sub actions were completed to improve student performance in the California Standards in reading, writing, and mathematics. Action 1.1 a-g focused on implementing standards-based instruction using materials and technology were effective in providing students with rigorous and relevant learning activities. Students engaged in California (Common Core) Standards-based learning activities using newly adopted (this year) ELA/ELD textbooks and math textbooks (new math textbooks adopted last year) and computers/tablets. Actions that centered on professional development, supporting NGSS, teacher induction and PLCs/SILK, were effective in supporting teachers with instructional strategies for ELA/ELD, math, and differentiated instruction for students with disabilities and English learners. The actions that focused on student interventions and in-class support, such as tutoring, AVID Strategies, and art were effective in providing students with programs and services to support academic achievement. Teachers collaborated to analyze data, plan lessons, and design interventions for students using assessment results from multiple measures. Course expectations, assignments and grading practices were standardized through the standardized assignments on Haiku, standardized grading sheets, and common assessments.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A total of $315,454 was allocated for Goal 1 in 2016-2017 and the estimated expenditures as of March 2017 were $302,198. The difference in the initial 2016-2017 budget projection was a decrease $13,256 in expenditures overall due to a decrease in our funding. The decreased funding led to a reduction in outside conferences for all staff and the elimination of extra duty hours for teachers to continue work on curriculum development.
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.	Measures for the ELA and Math CASSP have not been reported yet. Six of the measures met or exceeded the target and one measure increased, but did not meet its target. In 2017-2020 LCAP, one goal will outline the actions for academic achievement and college and career readiness based on the relationship between academic achievement in ELA and math and being prepared for post-secondary education and the workforce. In order to improve ELA and math achievement, the following actions will be implemented under Goal 1, College and Career Readiness in 2017-2018: • Interventions for students in math that include targeted instruction based on data, extended learning time, and individualized support from teachers and tutors. • Monthly data team meetings along with a Multi-Tiered System of Support and Intervention (MTSS). • Targeted professional development in Universal Design for Learning and differentiated instruction using the data from assessment. • Project-based service learning with inter-disciplinary thematic lessons that integrate literacy across the curriculum. • Embedded professional development on the implementation of future ready personalized learning instructional components (i.e., questioning, conferencing, and feedback) and learning activities (i.e., authentic, complex problems that inspire co-creation in the inquiry, analysis, and final product).

- Implementation of the Next Generation Science Standards.

Annual Update

LCAP Year Reviewed: 2016–17

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 2

Goal 2: All students will be engaged in a positive school environment that promotes regular attendance and social -emotional learning.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By June 2017, the student attendance rate will increase from 82.9% to 85%.	As of June 2017, the student attendance rate increased from 82.9% to 84.7%.
By June 2017, students who agree on the "program support and relationship" items on the Student Satisfaction Survey will maintain at 95%.	As of June 2017, students who agree on the "program support and relationship" items on the RISE Student Satisfaction Survey increased to 95.6%.
By June 2017, students will report a 10% increase in Social – Emotional Strategies between pre and post surveys administered to students who are enrolled in the Values and Decisions Class.	As of June 2017, students reported an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class in strategies related to dealing with frustration, being patient, feeling in control of their lives, and standing up for others who are being mistreated.
By June 2017, student retention rate baselines will be established.	As of June 2017, student retention rate was 64.1%.

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

Actions/Services

PLANNED

2.1 Provide a comprehensive system of student interventions and supports to improve student attendance and retention.

a) Collect segmented data on student attendance and retention to determine the most effective interventions for students based on age and credit accrual.

b) Administer Gallup Student Survey to all CBK Students Sept 26th to Oct 28th.

c) Retain Community Dropout Prevention Specialists (CDPs)to provide and track interventions for students who have dropped out of school or who are at risk of dropping out and to facilitate student and stakeholder engagement.

d) Review and revise the process for identifying students at risk of dropping out and the implementation of the multi-tiered intervention system for supporting students' continuous enrollment. Monthly meetings will be used to monitor and evaluate process and student progress.

e) Provide training opportunities for CDPs on supporting the engagement and retention of students.

f) Provide professional development for teachers and classified staff on Multi-Tiered System of Support for Students (MTSS)

g) Provide additional intervention PD to CBK Staff in the form of virtual or in person trainings (such as PBIS, CKH, SEL, or Restorative Practices)

h) Provide professional development for teachers and principals

ACTUAL

Segmented data was collected on student retention differentiated by credit accrual. This data is used as the baseline measurements in the 2017-2018 metrics.

CBK Student Retention Rate Overall (Current enrollment/ Students with ADA-grads)	64.1
CBK Student Retention Rate 150 credits or more.	75.4
CBK Student Retention Rate 149 credits or less.	62.6
CBK Students who persist from one year to the next, if not completed.	81.7

The Gallup Student Poll was administered during the Fall of 2016. Two hundred and thirty six students completed the survey. CBK students reported higher than the national average scores on the engagement, hope and entrepreneurial indexes. CBK students scored lower than the national average on the financial literacy index. CBK Seniors also scored higher on all indexes than CBK Juniors.

CBK CDPS were retained and expanded from three CDPs to 7.5. And student support actions were tracked. 232 student support actions were provided.

Transportation assistance	136
Child care assistance	14
Counseling/Mental Health/Substance Abuse	22
Homeless Assistance	13
Leave of Absence	20

on best practices for independent study programs in the areas of student retention, student achievement, meeting the needs of students with special needs, utilizing technology in an independent study program, involving stakeholders, and meeting state operational requirements.

i) Provide crisis counseling for students through Social Work Interns

j) Continue implementation of "Get Focused, Stay Focused Class" for students two or more grade levels below their expected grade in ELA and Math

k) Provide coaching for students on SEL managed in an LMS, with weekly in-person teacher meetings. (Values and Decisions Class)

l) Provide teachers with monthly attendance data to monitor and implement attendance incentives along with weekly attendance counseling sessions.

m) Purchase one day bus passes for students to improve attendance.

Missing appointments	25
Other	2

CDPs attended trainings throughout the year to support student attendance, engagement and retention. Get Focused Stay Focused, Foster Youth Summit, PBIS, MTSS.

All teachers were trained in MTSS during the SILK week of Aug. 8-12. There were nine MTSS Team meetings on Wed. PLCs during the school year.

All CBK staff, certificated and classified, participated in developing a CBK PBIS plan during the school year. There were three PBIS development meetings during the school year and PBIS Modules were added to the Teacher Haiku page to sustain the PBIS Plan. PBIS Matrices were posted at all CBK sites and the plan is at full implementation.

Both CBK Principals attended the California Consortium for Independent Studies Conference in Fall of 2016.

Eight social work interns provided crisis counseling for CBK students. 16 referrals were made to the social work interns.

The Get Focused Stay Focused Intervention Class was offered at as a pilot at 4 CBK sites. 60 Choices textbooks were purchased. One counselor, seven teachers and four CDPs were trained to teach the class in a blended learning format with monthly peer meetings facilitated by CDPs. 59 students were enrolled in the GFSF class.

368 CBK students were enrolled in the Values and Decisions class designed to develop student SEL skills.

Teachers were provided monthly attendance data. But due to budget constraints attendance incentive funds were cut.

1,000 bus passes were purchased and distributed to students during the 2016-2017 school year.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	(See Goal 1. Action 1)	$27,850 plus include in Goal 1, Action 1

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 **2**

	PLANNED	ACTUAL
Actions/Services	2.2 Provide high quality opportunities for student and stakeholder engagement. **a)** Improve school communication with students and parents by continuing implementation of Remind 101, email, and other forms of electronic communication to promote positive school attendance ***b)*** Purchase outreach materials for student orientations and community events. **c)** Form a committee of teachers, counselor, CDPs and Principals to update the Individual Learning Plan (ILP) Form to reflect College and Career Action Plan. **d)** Schedule meetings with students and parents or significant support person to develop Individual Learning Plans (ILP) for students and schedule mid-year progress monitoring meetings. **e)** Develop a Student Leadership Class to plan and promote student activities such as College Nights, College Visits, Prom, Peer Counseling, and Community Service activities. **f)** Develop a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations. **g)** Identify a web-based gradebook and attendance monitoring portal for student and parent access. **h)** Identify and begin development of student and staff dashboards to monitor student attendance, credit accrual and achievement measures	Edulink automated phone system was implemented for schoolwide announcements. Teachers continued to use Remind, email and other forms of communication to promote attendance. $31,836.78 was spent on outreach materials including CBK Brochures, EZ Up Canopies, Student Leadership T-shirts, and promotional items for orientations and community events. CDPS represented CBK at 113 community outreach events The ILP form was updated during Summer 2016 to include an expanded section for College and Career Action Plan. ILPs were updated each semester and students were encouraged to identify their educational support person. Student leaders were identified at the beginning of the 2016-2017 school year. A student leadership event was held at Calicento Ranch on 10/14/16 attended by 26 students. Students continued to meet either in person or by virtual meeting monthly throughout the school year. CBK Tech Ninja class was implemented at one site. Students from other sites around the county were transported to Val Verde RLC once a month to participate in the in person component of the class. Students learned how to assist other students with Google, Plato and Haiku and they learned beginning computer programming in Scratch and for Raspberry Pi computers. Aeries Gradebook training was implemented at three PLCs during the 2016-2017 school year for full implementation in 2017-2018. Data accuracy, integrity, and access have improved with Aeries for CALPADS reporting. Student and staff dashboards have not been implemented at this time.

i) Involve students and parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

j) Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities and celebrations.

k) Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

l) Develop student support groups at individual CBK sites.

Students and parents were involved in the decision-making and advisory functions of CBK through the following committees and meetings.

School Advisory Council	10/18/16, 3/28/17, 5/9/17
LCAP Focus Groups	2/9/17, 2/16/17, 2/23/17, 3/7/17, 3/14/17
Student Leadership Meetings	9/13/16, 10/11/16, 10/14/16, 11/8/16, 12/13/16, 1/10/17, 2/14/17, 3/14/17, 4/11/17, 5/19/17
School Site Council/ ELAC	2/28/17

A CBK Newsletter was published twice, once each semester. The newsletter was sent electronically to all stakeholders and was available on our website and Haiku page.

A yearly calendar was developed for all CBK activities during the 2016-2017 school year. The calendar was distributed to teachers and published to the CBK Haiku Page. This improved communication and coordination of activities between staff and sites.

Student support groups were created at the four sites which implemented the Get Focused Stay Focused Intervention Class.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$37,000	Included in Goal1, Action1.

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 **3**

	PLANNED	ACTUAL
Actions/Services	2. 3 Provide custodial services to maintain clean and safe facilities. **a)** Maintain building Leases and maintain sites **b)** Provide Security Staff at Independent CBK sites	Building leases and MOUs were for the following sites. Building maintenance is included in those contracts. • Corona Library • Desert Hot Springs • Riverside YOC – Cesar Chavez Building • Mecca Boys and Girls Club • Mead Valley Library • Hemet Santa Fe • Rubidoux YOC • RUSD EOC Campus • Perris Academy CBK • Planet Youth Lake Elsinore • Empower Youth Security was provided for the Grindstaff and Desert Hot Springs site. Corona Library security was provided by the library.
Expenditures	BUDGETED $166,789	ESTIMATED ACTUAL $73,451

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.	All three actions and corresponding sub-actions were implemented this year in order to improve the school environment, increase attendance, and increase the social emotional learning of CBK Students. A system of interventions and supports were implemented to increase student attendance and retention. Data was gathered on these efforts to inform targeted interventions and outreach. Principals, teachers, and CDP's closely monitored attendance and engagement. Targeted support was provided to students in the form of bus passes, counseling, academic intervention, childcare and other necessary services. All staff were trained in MTSS and PBIS and monthly MTSS PLC meetings were held. Courses designed to increase student engagement and school relevance were piloted and expanded. Opportunities for student engagement were increased in the form of school leadership, service learning, prom and experiential Learning opportunities. Communication and opportunities to have input in the school planning process also increased. Students and parents participated in the SAC, SSC, and ELAC. A school newsletter was produced each semester and a school activity calendar was published prior to the start of the new school year. Clean and safe facilities were maintained at all CBK sites.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Three actions were completed to improve student attendance, retention and engagement. Action 2.1 a-m provided a comprehensive system of student interventions and supports to improve student attendance and retention. The actions were effective, though a decrease in funding reduced transportation assistance and attendance incentive funds, which would have supported the Get Focused Stay Focused Course, were eliminated. Action 2.2, a-l were focused on providing engagement opportunities for students and community outreach. These actions were effective. However, the implementation of student gradebooks on Aeries was only partially completed and will be continued in the summer of 2017. Student dashboards are not implemented yet. Action 2.3 to provide safe and well maintained facilities was fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Many of the actions for this goal either had no impact on the budget or they are accounted for elsewhere. Actions related to staff development, textbook purchases, and student data in Aeries are accounted for under Goal 1 Action 1. Other costs for this goal are accounted for under salaries which are not included in the LCAP. Actions such as school advisory council meetings, publishing a newsletter and activity calendar had no impact on the budget. The largest difference between the estimated and actual budgeted items was in the school security budget. CBK had planned to hire a school security officer, but that position was eliminated due to a decrease in expected revenues. School security was provided by contracting with an outside vendor.
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.	Two annual measurable outcomes were met, one increased and the baseline for retention was established ay 64.1%. The CBK attendance rate increased from 82.9% to 84.7%. CBK students continued to agree on the program support and relationship items in the student support survey at a greater than 95% rate; students who completed at least one semester of the Values and Decisions course reported increased SEL strategies related to dealing with frustration, being patient, feeling in control of their lives, and standing up for others who are being mistreated. Changes to the 2017-2020 LCAP are a result of analysis of the outcomes, actions and stakeholder input. Goal 2 has been revised to Students will be connected to school and educated in positive, safe, and healthy environments. Disaggregated metrics for student retention were added based on student credit accrual so that we could devise more effective retention interventions. To improve student attendance and retention the following actions will be implemented under Goal 2: • Targeted interventions based on data will be continued • Schoolwide system of supports based on PBIS and MTSS will be continued • Opportunities for students to develop as leaders and explore their interests will be expanded.

- Community Outreach and stakeholder communication will be continued
- Safe and clean sites will be maintained.

Annual Update

LCAP Year Reviewed: 2016–17

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 3	Goal 3: All students will make satisfactory progress towards graduating well prepared for post-secondary education and the workforce.
State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By June 2017, the percentages of all continuously enrolled students who begin the academic year with 150 or more credits will meet their graduation goal; the goal will maintain at 92%.	As of June 2017, this metric has not been reported yet.
By June 2017, the passage rate for students taking the high school equivalency exam will be 50%.	As of June 2017, 60% of students who attempted the high school equivalency exam passed. (21 0f 35)
By June 2017, the percentage of students who will score *Conditional Ready* or *Ready* on the ELA EAP will increase from 5% to 7%.	As of 2017, not yet reported for 2017.
By June 2017, the percentage of students who will score *Conditional Ready* or *Ready* on the Math EAP will increase from 0% to 4%.	As of 2017, not yet reported for 2017.
By June 2017, 70% of students with 150 credits or more will complete their FAFSA.	As of 2017, we were not able to obtain accurate data on the percentage of students with 150 credits or more who completed their FAFSA.
By June 2017, students completing a CTE course will be 30%.	As of June, 2017, students completing a CTE course were 14.4%.
By June 2017, 5% of students continuously enrolled will complete one UC a-g approved course.	As of June 2017, 38.9% of students completed a UC a-g approved course.
By June 2017, the percentage of students, with 149 credits or less, who are continuously enrolled for one semester who earn at least 25 credits toward high school graduation will increase from 50% to 55%.	As of June 2017, the percentage of students, with 149 credits or less, who are continuously enrolled for one semester who earn at least 25 credits toward high school graduation was 67.2%.

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	ACTUAL
Actions/Services	3.1 Prepare students for post-secondary education **a)** Continue to develop and submit UC a-g courses to UC Doorways for approval. **b)** Increase experiential learning activities to visit colleges/universities and high need businesses/industry-sectors. **c)** Continue to provide students with college and career guidance including FAFSA preparation and application assistance. **d)** Create and implement a FAFSA completion campaign. **e)** Hire additional Full-time Counselor. **f)** Continue to provide one full-time Student Resource Specialist. Continue to implement College Connection program.	In 2016-2017, 9 new UC a-g courses were approved and implemented in the following subjects 35 were approved the previous year. In 2016-2017, 118 students participated in experiential learning opportunities at the Vocademy, and 107 students participated in College visits during the fall and spring. College and career guidance was provided to students at College and Career events during the Fall and Spring. Individual assistance for completing FAFSA's was provided by the College Connection Coach and College and Career Teachers. One hundred twenty one students met with the College Connection Coach to complete their FAFSA. Fall Tuesday, October 11th- 3:30pm ARLC Thursday, October 20th- 3:00pm MVRLC Tuesday, October 25th- 3:30pm BGRLC Tuesday, November 8th- 3:30pm VVRLC Thursday, November 10th- 3:00pm David Long The Fall FAFSA campaign was partially implemented and tracked by the CBK Counselor through the use of a Senior Survey that was used to track all students within 50 credits or less of graduating. 130 students were tracked on the Senior Survey. An additional counselor was not hired due to changes in the CBK Budget. The student resource specialist was shared with RCOE Alternative Education and they provided the funding through a partnership with Riverside Community College. One College and Career Teacher was employed by CBK during the 2016- 2017 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	(SEE Goal 2, Action 2)	$54,203

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

2

	PLANNED	ACTUAL
Actions/Services	3.2 Provide introduction to post-secondary education **a)** Continue to offer and expand the Concurrent Guidance courses at regional CBK sites. **b)** Create and implement articulation agreement with MSJC to offer Child Development courses. Add an articulation agreement to offer a Computer course. **c)** Purchase textbooks for articulated courses. **d)** Implement College Information Night at all Regional Learning Centers each year.	Concurrent Enrollment Courses were offered at two sites during the spring semester. 29 Students enrolled in that class. The Child Development Course was created, but MSJC was no longer offering that class for articulation. No additional articulation agreements were added. The College Information Nights were implemented and details are reported in action one.
Expenditures	BUDGETED (SEE Goal 2, Action 2)	ESTIMATED ACTUAL (SEE Goal 2, Action 2)

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

3

	PLANNED	ACTUAL
Actions/Services	3.3 Provide access to career experiences **a)** Create and develop a CTE Pathway in 21st Century Manufacturing skills **b)** Continue Work Experience program. One work experience teachers.	The 21st Century Manufacturing Pathway was created, curriculum was developed for this course, and the curriculum is posted in Haiku. Thirty four students were enrolled in the 21st Century Manufacturing Concentration Course this year. Three students began the capstone internship program. One work experience teacher was continued for the 2016-2017 school year. 72 students were enrolled in the work experience class. The second work

	c) Continue to identify and develop community partnerships to provide students with project based STEM activities in high tech and high demand career areas, including Vocademy. **d)** Professional Development for teachers to participate in STEM lessons at Vocademy. **e)** Create a CTE binder with resources for students	experience teacher was transferred to RCOE Alternative Education due to budget cuts. Four Community Partnerships Affiliate Agreements were completed to provide students with internship opportunities during the 2016-2017 school year. The partnership with the Vocademy was continued and 94 students attended the Vocademy vocational experience opportunities to explore high tech/ high demand careers. The Vocademy also provided the project based component for the 21st Century Manufacturing Concentration Course. A CTE binder with student resources was created and the resource was posted in Haiku under the Career and College Readiness Tab.
Expenditures	BUDGETED $29,800	ESTIMATED ACTUAL (SEE Goal 3, Action 1)

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 **4**

Actions/Services	PLANNED 3.4 Provide alternative routes to high school completion **a)** Acquire high school equivalency exam-prep. **b)** Implement high school equivalency exam-prep, **c)** Administer high school equivalency exam.	ACTUAL The HiSET, high school equivalency exam was fully implemented. Preparation material was purchased for all CBK teachers. Teachers were trained on the preparation and registration of students for the test twice, once in the Summer SILK week and once in the first semester. 35 CBK students took the HiSET and 21 passed the test.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5,400	(See Goal 1, Action 1)

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.	Four actions and 18 corresponding sub-actions were implemented this year in order to improve the college and career preparation of CBK Students. Action 3.1 prepared students for college through activities which provided students with information, familiarized them with college experiences, and provided them with support for taking the steps necessary for transitioning to college. Action 3.2 focused on providing students with initial college experiences through articulated and concurrent enrollment courses. Action 3.3 focused on providing students with work related experiences such as work experience, internships, and experiential learning opportunities. Action 3.4 focused on providing students with alternative routes to high school completion.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The 18 sub-actions were implemented. However, there were some differences based on reductions in the CBK expected revenue. Only one College and Career Teacher was hired. A second academic counselor was not hired. There were two fewer cohorts in the 21st Century Manufacturing Pathway. The FAFSA campaign was only partially implemented; with only one counselor it was difficult for her to track all seniors as intensively as planned. We found that students relied on many different people to assist them with FAFSA and since they were not recorded in the national database we could not track who had completed a FAFSA. The child development course was not approved for articulation. Overall, CBK students had access to college information and experiences throughout the school year and students who needed an alternative to earning their diploma were assisted with meeting their completion goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The actions for this goal either had no impact on the budget or they are accounted for elsewhere. Actions related to staff development, textbook purchases, and student data in Aeries are accounted for under Goal 1 Action 1. Other costs for this goal are accounted for under salaries which are not included in the LCAP. The largest difference between what was budgeted for this goal and funds actually spent are in the area of salaries for the College and Career Teacher and counselor. There was also a significant reduction in funding for the 21st Century Manufacturing Cohort. These differences were a result in a reduction of anticipated revenues.

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.	There were eight metrics for this goal; three measures have been met or exceeded, three are not reported yet, one metric was not met, and the data for one was not collected reliably. Changes to the 2017-2020 LCAP Goal 3 are a result of analysis of the outcomes, actions and stakeholder input. In 2017-2020 LCAP, one goal will outline the actions for academic achievement and college and career readiness based on the relationship between academic achievement in ELA and math and being prepared for post-secondary education and the workforce. Activities that will be expanded or continued are: • Development of CTE courses, pathways and a-g courses • Experiential learning opportunities • Initial college experience (concurrent enrollment courses, articulated courses) • Workforce experience and internships • Micro certifications • College Readiness Transition Activities • High school Equivalency preparation and testing

Annual Update

LCAP Year Reviewed: 2016–17

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 4

Goal 4: English Learners will acquire proficiency in English and demonstrate proficiency on the California State Standards in ELA and math.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By June 2017, EL students in U.S. schools less than 5 years scoring Early Advanced or Advanced on the CELDT/ELPAC will maintain at 40%. By June 2017, EL students in U.S. schools more than 5 years scoring Early Advanced or Advanced on the CELDT/ELPAC will maintain at 69%.	As of June 2017, AMAO data are not available. According to CDE, "because of changes under the new Every Student Succeeds Act, 2014-15 is the final year AMAO data will be available. We hope to replace these graphs once the new measures of English learner progress are established."

By June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA will increase from 10% to 12%. By June 2017, EL students scoring a minimum of 70% on short cycle assessments in math will increase from 10% to 12%. By May 2017, EL students reclassified as RFEP will increase from 2% to 4%. By June 2017, the process for identifying adult EL learners will be reviewed, revised, and continued.	Growth on the CELDT was used due to the change with AMAO report. 14% of EL learners moved into proficiency, 22 percent showed growth, 73 percent stayed at prior level, 4 percent showed regression. As of, June of 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA decreased from 17% to 8.7%. As of June of 2017, EL students scoring a minimum of 70% on short cycle assessments in math decreased from 3% to 1.3%. As of May 2017, 8, EL students were reclassified as RFEP an increase of less than 1% to 7.69%. As of June of 2017, the process for identifying adult EL learners was reviewed, revised, and continued. Completed 10/18/16.

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	ACTUAL
Actions/Services	4.1 Provide a comprehensive system of designated and Integrated ELD instruction across all curriculum areas. **a)** Integrate ELD (designated and integrated) standards into instruction with support from principals, other support staff, and collaboration during PLCs. **b)** Develop lessons based on data during PLCs on one Wednesday each month to identify students for in-class differentiated instruction (verbal scaffolding, procedural scaffolds, instructional scaffolds, performance feedback, teach-reteach, use of manipulatives in math).	The new ELA/ELD textbook was implemented. English 3D was utilized. The Reading Mate ELL program from Edmentum was continued. Designated ELD was implemented in the ELA/ELD intervention course for EL students with CELDT levels of 1 or 2. Integrated ELD was implemented in the ELA courses for EL students with CELDT levels of 3, 4, or 5. The ELA/ELD TOSA provided the following support. **ELA/ELD TOSA Support** | **# Sessions** | **# Teachers** Leading PLCs (RCOE, Zones, Sites) | 4 | 28 Students were identified for targeted instruction based on Accucess scores, CELDT scores, and Short Cycle assessments during Data Team PLCs. Teachers implemented strategic lessons using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding,) in ELA and math. (9 Data Team PLC Meetings)

	BUDGETED	ESTIMATED ACTUAL
Expenditures	(SEE Goal 1, Action 1)	(SEE Goal 1, Action 1)

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 **2**

		PLANNED	ACTUAL
Actions/Services		4.2 Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. **a)** Continue to assess students with state mandated assessment for English Language Learners. **b)** Analyze data on EL students to monitor progress and use the reclassification process to reclassify students. **c)** Implement a two-year monitoring process for RFEP students using results from the CASSPP, RCOE short-cycle assessments, and student grades.	All identified EL Students were CELDT tested. 175 tests were administered. EL students who meet the reclassification criteria are re-designated to RFEP. CBK has forms and a delineated process that includes CELDT levels of English proficiency, Accucess ELA grade equivalent scores, the CALP, and parent consultation. RFEP students were monitored for two years using the required process.
Expenditures		BUDGETED (SEE Goal 1, Action 1)	ESTIMATED ACTUAL (SEE Goal 1, Action 1)

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.	Two actions and five corresponding sub-actions were implemented this year in order to increase the English Language Proficiency of EL Students. Teachers received support from the ELA/ELD TOSA to implement designated and integrated ELD. Teachers implemented individualized and small group instruction using strategies such as close reading, structured academic discourse, response frames, and scaffolding. Teachers received training on the ELD component that is embedded in the newly adopted ELA textbook. The criteria for redesignating EL students was reviewed and revised by the SAC.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All actions were effectively implemented. Three actions focused on instructional materials, classroom support/coaching, and differentiated instruction. Reclassification and the EL monitoring process were completed in March 2017.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The actions for this goal either had no impact on the budget or they are accounted for elsewhere. Actions related to staff development, textbook purchases, and student data in Aeries are accounted for under Goal 1 Action 1. Other costs for this goal are accounted for under salaries which are not included in the LCAP.
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.	Changes to the 2017-2020 LCAP Goal 4 are a result of analysis of the outcomes, actions and stakeholder input. In 2017-2020 LCAP, The EL Language Acquisition Goal will become Goal 3. The measurable outcome for reclassification increased from less than 1% to 7.69%. AMAO measures were not collected due to changes in NCLB. Twenty two percent of EL students showed growth in CELDT scores and 14% moved into proficiency. Two measures were met or exceeded and two measurable outcomes for the short cycle assessments decreased. In order to improve the English language proficiency of EL students, the following will be implemented: • MTSS meetings will focus on interventions for English learner students. • Teachers will focus on differentiated instruction (scaffolding, Thinking Maps, small groups) in ELA and math. • Teachers will be provided with targeted coaching on ELD. • Instruction in English language acquisition will be enhanced in designated ELD classes. • Integrated ELD and literacy skills in reading comprehension, academic writing, and speaking will be implemented in all core content classes.

Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 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?
Students, parents, staff, and community stakeholders were involved in the development of the CBK Charter ~~Come Back Kids~~ 2017-2018 LCAP. They were involved in the development of the needs analysis through surveys, discussions, and the analysis of quantitative data at various forums that included School Advisory Council (SAC), student leadership meetings, staff meetings, a Google LCAP Survey and other stakeholder meetings. Stakeholders reviewed Math and Reading Achievement scores from Accucess, Short Cycle Assessment English Language Arts (ELA) and Math data, Early Assessment Program (EAP) results, attendance rates, retention rates, credit accrual data, 2013-2014 graduation rates, 2013- 2014 College Connection results, Smarter Balance Assessment data from 2015-2016, percentage of students completing a CTE Course, Annual Measurable Achievement results (AMAO) results for English Learners, and Highly-Qualified Teacher (HQT) data. Stakeholders also reviewed qualitative data that included 2014-2015 Student Satisfaction Survey results; LCAP Stakeholder Surveys, and Gallup Student Poll Data. Stakeholders read current research/articles, engaged in discussions about best practices, and brainstormed ideas/actions for the LCAP. The CBK Google LCAP Survey was conducted in December 2016 and January 2017 to collect feedback and suggestions from stakeholders regarding the current LCAP implementation and suggestions for the future. CSEA Union Representatives from the classified staff and RCOTA Union Representatives from the teaching staff were invited to respond. There were 193 responses to the survey. Stakeholder Focus Group Meetings were held at five locations throughout the county during the month of February and March to elicit more in-depth feedback from stakeholders. The meetings were well attended with 63 stakeholders attending the meetings. The CBK Charter ~~Come Back Kids~~ staff, students, and community stakeholders reviewed the draft LCAP plan and commented on goals, targets, and actions on 3/28/17 and 5/09/17. The School Advisory Council and the CBK Student Leadership met on 3/28/17 to review progress on the draft and on May 9, 2017 for final review and consultation. The LCAP input meetings from February through May 2016 included teachers, classified staff members, counselors, students, and parents, and community members. All stakeholders contributed to the LCAP planning process and their comments and suggestions are reflected in the document. A public meeting was held on 5/18/16 for the final ~~Come Back Kids~~ CBK Charter 2017-2018 LCAP approval. The CBK LCAP was approved by a unanimous vote of 73 in favor, 0 opposed. Superintendent, Dr. Judy White and her Cabinet reviewed the LCAP in June 2017. The CBK LCAP Calendar 2016-2017 is attached in the appendix.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
Stakeholders analyzed 2015-2016 data and revised the goals for 2017-2020. Goal one and three from the previous year were combined into goal one that focused on preparing students both academically and with career and college experiences that prepared them for college and career. Goal two remained the same and goal four became goal three. Goal 1: Students will graduate from high school well prepared for post-secondary education and careers. Goal 2: Students will be connected to school and educated in positive, safe, and healthy learning environments. Goal 3: English Learners will acquire proficiency in English.

Impact on LCAP identified by students, parents, and community stakeholders:
After analyzing student achievement results (SBAC in ELA and math and short-cycle assessments) and reviewing research and survey data, stakeholders identified the following recommendations:

Goal 1: Students will graduate from high school well prepared for post-secondary education and careers.
After examining college and career readiness indicators (CAASPP ELA and Math scores, EAP, enrollment in CTE and UC a-g courses, Short Cycle Assessments, Accucess Scores) and reviewing evidence-based practices (American Institute for Research, 2013, *Predictors of Post-Secondary Success;* Hanover Research, 2014, *Best Practices in K-12 College and Career Readiness*; Hanover Research, 2015, *Best Practices in Supporting 18-21 Year-Old Students in K-12 Education*; CDE, 2015, *Supporting High Quality Common Core Mathematics Instruction;* Hanover Research, 2015, *Closing the Achievement Gap*; Harvard University, 2015, *The Influence of Teaching*; National Council of Teachers of Mathematics, 2013, *Principles to Actions*. *Executive Summary*), parents, students (including students on SSCs), community partners, and staff indicated the following recommendations:

- Provide staff development in ELA and math instruction, technology integration in ELA and math, Next Generation Science Standards, project-based learning, and services for students with disabilities.
- Intensify the implementation of a multi-tiered system of support that includes interventions for academics, behavior and attendance.
- Provide time for principals and teachers to analyze data and develop MTSS interventions for students during PLCs.
- Increase student use of technology (tablets/computers) in class.
- Incorporate high-impact strategies and routines, inter-disciplinary thematic lessons, and literacy across the curriculum.
- Incorporate explicit strategy instruction combined with example-based learning in mathematics courses.
- Integrate job skills and work readiness skills in courses.
- Continue offering CTE courses and pathways, including Vocademy.
- Continue offering UC a-g courses.
- Continue College Connections program.
- Continue college visits.
- Emphasize key cognitive strategies such as problem formulation, research, interpretation, communication, and precision and accuracy in all core content classes.
- Focus on the development of key learning skills and techniques, such as time management, goal setting, persistence, collaborative learning, and technology proficiency.
- Continue Strategic Tutoring.
- Continue the Student Resource Specialists to implement College Connections.
- Increase ELD Support for teachers, support from teachers, Double ELD Periods, Data team meeting focus on ELs, More time with ELD curriculum
- Continue to use Accucess to support intervention in ELA and Math
- Continue and expand the computer checkout for students with mobile hotspots
- Update the ELA and Math Units aligned to assessments
- Purchase new science textbooks and develop science curriculum
- Expand Micro- industry certifications
- Increase opportunities for work experience and internships

Goal 2: Students will be connected to school and educated in positive, safe, and healthy learning environments.
After reviewing the data on student engagement and school climate (attendance, survey results, and retention rate) and reviewing evidence-based practices (Hanover Research, 2013, *Equitable Discipline through Positive Behavioral Interventions and Supports*; Hanover Research, 2015, *The Impact of Arts and Athletics Participation on Student Success*), parents, students, community partners, and staff made the following recommendations:

- Continue PBIS.
- Continue SEL and intervention classes for students that increase engagement and retention
- Continue programs that will improve student attendance.

- Continue student leadership programs
- Add more experiential learning trips for students.
- Increase communication with students, parents and partners through online portals in the student information system, newsletters, recognition events
- Continue student and community outreach
- Continue to provide security at sites

.

Goal 3: English Learners will acquire proficiency in English.

After analyzing the CELDT and English learner scores on the SBAC in ELA and math and Short Cycle assessments and reviewing evidence-based practices (CDE, ELA/ELD Framework; Hanover Research, 2015, *A Meta-Analysis of Research on English Learners*; U.S. Department of Justice, 2015, *Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs*. CDE, 2010, *Improving the Education for English Learners: Research-Based Approaches*), parents (including parents on SSCs, ELACs, and DELACs), students (including students on SSCs), and staff recommended the following:

- Intensify the implementation of a multi-tiered system of support for English learner students.
- Implement differentiated instruction (scaffolding, Thinking Maps, Reciprocal Teaching, small groups) in ELA and math.
- Prioritize time for working with teachers on supporting English learners.
- Provide instruction in English language acquisition in designated ELD classes.
- Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.
- Increase ELD Support for teachers, support from teachers, Double ELD Periods, Data team meeting focus on ELs, More time with ELD curriculum

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.

	☐ New	☒ Modified	☐ Unchanged

Goal 1	Students will graduate from high school well prepared for post-secondary education and careers.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	CBK staff utilized student data from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math, RCOE short-cycle assessments in ELA and math, course enrollment, the California Standards Implementation Reflection Tool, textbook inventories, and data from the School Accountability Report Card (SARC) to identify needs for this goal. In order to continue the progress in preparing students for college and careers, students need textbooks, materials, and equipment to engage in meaningful learning of the California ELA/ELD and math standards along with rigorous and relevant learning activities that include project-based learning, high-impact classroom strategies and routines, inter-disciplinary thematic lessons, and literacy across the curriculum along with explicit strategy instruction combined with example-based learning in mathematics courses. Students need continued access to UC a-g courses, including Career Technical Education pathways, work experience and internship programs, systems to assess college/career/workforce readiness skills and prepare students for college, continued opportunities to complete the High School Equivalency Test (GED and HiSET), and experiential learning activities. In order to improve academic achievement for low income students, English learners, students with disabilities, and foster youth, staff will implement support/interventions that include extended learning time, differentiated instruction, credit recovery, and tutoring to address their specific learning needs. Low income students, English learners, students with disabilities, and foster youth need continued support through, school counselors, College Connections, and the Social Work Intern program. In elective classes, students need the integration of job and work readiness skills that focus on the development of key learning skills and techniques, such as time management, goal setting, persistence, collaborative learning, and technology proficiency. In core classes, students need key cognitive strategies such as problem formulation, research,

interpretation, communication, and precision and accuracy.

Based on surveys, staff input discussions, and Highly Qualified Teacher (HQT) data, teachers need professional development in ELA and math instruction, technology integration in ELA and math, Next Generation Science Standards, project-based learning, and services for students with disabilities. Teachers need time on one Wednesday per month to analyze student achievement data in order to develop interventions for the Multi-tiered System of Response and to design differentiated instructional strategies to meet student needs. In order to enhance teacher success and retention, teachers need in-class support from administrators and coaches and access to conferences that address individual needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CBK Students Meeting/Exceeding Smarter Balanced Assessments in ELA	18% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Students Meeting/Exceeding Smarter Balanced Assessments in Math	0% Meeting/Exceeding Smarter Balanced Assessments in math in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Low Income Students Meeting/Exceeding Smarter Balanced Assessments in ELA	19% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Low Income Students Meeting/Exceeding Smarter Balanced Assessments in math.	0% Meeting/Exceeding Smarter Balanced Assessments in ELA in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Early Assessment Program (EAP) College Ready and College Conditional Ready in ELA	1% College Ready in 2015-2016. 17% College Conditional Ready in 2015-2016. Scores for 2016-2017 have not been reported.	Improve by 5%	Improve by 5%	Improve by 5%
CBK Assessment Program (EAP) College Ready and College	0% College Ready in 2015-2016. 0% College Conditional Ready in 2015-2016. Scores for 2016-	Improve by 5%	Improve by 5%	Improve by 5%

Conditional Ready in Math	2017 have not been reported.			
CBK Students scoring at least 70% on formative ELA assessments	June 2017, 24% of all continuously enrolled students, in the aggregate scored a minimum of 70% on the short cycle assessments in ELA. 2017 will be a new baseline measure.	New baseline	Improve by 5% points	Improve by 5% points
CBK Students scoring at least 70% on formative math assessments	June 2017, 11% of all continuously enrolled students, in the aggregate scored a minimum of 70% on the short cycle assessments in Math. 2017 will be a new baseline measure.	New baseline	Improve by 5% points	Improve by 5% points
CBK students who increase their Lexile level at least one level as measured by Accucess post-tests %. (students requiring intervention)	June 2017, the percentage of students who increased their lexile level at least one levels as measured by Accucess post-tests was 36%. (students requiring intervention)	Improve by 5% points	Improve by 5% points	Improve by 5% points
CBK students who increase their math achievement levels by at least one grade level as measured by Accucess post-tests. %. (students requiring intervention)	June 2017, the percentage of students who increased their math level at least one levels as measured by Accucess post-tests was 32%. (students requiring intervention)	Improve by 5% points	Improve by 5% points	Improve by 5% points
Implementation of State Academic Standards	The California Standards Implementation Reflection Tool was used to assess CCSS implementation in ELA and Mathematics. Standards implemented in ELD, CTE, Health, History-Social	CCSS implemented in ELA and Mathematics. First year of NGSS. Standards implemented in ELD, CTE, Health, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.	CCSS implemented in ELA and Mathematics. Second year NGSS. Standards implemented in ELD, CTE, Health, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.	CCSS implemented in ELA and Mathematics. Third year NGSS. Standards implemented in ELD, CTE, Health, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

	Science, Science, Physical Education, Visual and Performing Arts, and World Languages.			
Textbook Sufficiency	All students have textbooks	Textbook Sufficiency will be maintained in 2017-2018.	Textbook Sufficiency will be maintained in 2018-2019.	Textbook Sufficiency will be maintained in 2019-2020.
UC a-g Course completion of continuously enrolled students.	June 2017, students completing one UC a-g approved course are 38.9%.	Improve by 5% points	Improve by 5% points	Improve by 5% points
Career Technical Education Course Completion	June, 2017, students completing a CTE course were 14.4%.	Improve by 5% points	Improve by 5% points	Improve by 5% points
CBK students continuously enrolled students who begin the academic year with 150 or more credits who meet their graduation goal (include disaggregated results by gender and ethnicity)	June 2017, __of all continuously enrolled students who began the academic year with 150 or more credits met their graduation goal. (Data not reported yet)	Will maintain above 95%.	Will maintain above 95%.	Will maintain above 95%.
CBK Students who pass the high School equivalency exam. (HiSET)	June 2017, 60% (21/35) of students who attempted the high school equivalency exam passed.	Increase by 5% points	Maintain at 85%	Maintain at 85%
CBK Students enrolled in work experience or internship courses.	By June 2017, 75 students were enrolled in work experience or internship courses.	Improve by 5% points	Improve by 5% points	Improve by 5% points
Teacher Missed Assignment	No mis-assignments in 2016-2017. The percent of highly qualified teachers (HQT was 48.7% in 2015-2016 (data reported from the prior year).	Maintain at no mis-assignments.	Maintain at no mis-assignments.	Maintain at no mis-assignments.
Standards Reflection Tool	Maintain	Maintain	Maintain	Maintain

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement project-based learning in the ELA/ELD and math units of study and begin implementation of the Next Generation Science Standards (NGSS). Implement experiential learning activities.	Implement project-based learning in the ELA/ELD and math units of study and begin implementation of the Next Generation Science Standards (NGSS). Implement experiential learning activities.	Implement project-based learning in the ELA/ELD and math units of study and begin implementation of the Next Generation Science Standards (NGSS). Implement experiential learning activities

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$47,107.00	Amount	$47,107.00	Amount	$47,107.00
	Resources 0000,1100,1400		Resources		Resources 0000,1100,1400

Source

Source

Source

			0000,1100,1400		
Budget Reference	4100, 4300, 5800	Budget Reference	4100, 4300, 5800	Budget Reference	4100, 4300, 5800

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Acquire materials, equipment, and technology to enhance student learning and performance.	Acquire materials, equipment, and technology to enhance student learning and performance.	Acquire materials, equipment, and technology to enhance student learning and performance.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$196,925	Amount	$196,925	Amount	$196,925
Source		Source		Source	
	4100, 4300, 5800, 5700		4100, 4300, 5800, 5700		4100, 4300, 5800, 5700

Budget Reference

Resources 0000, 1100, 6300

Budget

Resources 0000, 1100, 6300

Budget

Resources 0000, 1100, 6300

		Reference		Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☒ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement professional development to enhance instruction in project-based learning, NGSS, and ELD strategies. Provide induction for new teachers and STARS coaching support for veteran teachers.	Implement professional development to enhance instruction in project-based learning, NGSS, and ELD strategies. Provide induction for new teachers and STARS coaching support for veteran teachers.	Implement professional development to enhance instruction in project-based learning, NGSS, and ELD strategies. Provide induction for new teachers and STARS coaching support for veteran teachers.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)	Amount	(Included on page 34, Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on page 34, Action 1)

Budget Reference		Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
	Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways). Implement contract with Vocademy Makerspace to provide students with hands on workforce skills in industry sectors.	Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways). Implement contract with Vocademy Makerspace to provide students with hands on workforce skills in industry sectors.	Implement courses to prepare students for college and careers (UC a-g courses, CTE pathways). Implement contract with Vocademy Makerspace to provide students with hands on workforce skills in industry sectors.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$23,800	Amount	$23,800	Amount	$23,800
Source	Resources 0000,7338	Source	Resources 0000,7338	Source	Resources 0000,7338

Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
	Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue and expand work experience and internship program that aligns with CTE Pathway Development.	Continue and expand work experience and internship program that aligns with CTE Pathway Development.	Continue and expand work experience and internship program that aligns with CTE Pathway Development.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1, Action 4)	Amount	(Included on Goal 1, Action 4)	Amount	(Included on Goal 1, Action 4)
Source	(Included on Goal 1, Action 4)	Source	(Included on Goal 1, Action 4)	Source	(Included on Goal 1, Action 4)
Budget Reference		Budget Reference		Budget Reference	

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: _____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income	
	Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).	Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).	Train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)
Budget Reference		Budget Reference		Budget Reference	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.	Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.	Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$32,000	Amount	$32,000	Amount	$32,000
Source	Resource 0000, 7338	Source	Resource 0000, 7338	Source	Resource 0000, 7338
Budget Reference	4300, 5200, 5800	Budget Reference	4300, 5200, 5800	Budget Reference	4300, 5200, 5800

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_ _____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Implement interventions for students (i.e., tutoring).	Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. (i.e., tutoring).	Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. (i.e., tutoring).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)
Budget Reference		Budget Reference		Budget Reference	

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from TOAs and the school psychologist.	Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from TOAs and the school psychologist.	Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from TOAs and the school psychologist.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)	Amount	(Included on Goal 1 , Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)
Budget Reference		Budget Reference		Budget Reference	

Action **9**

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.	Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.	Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1, Action 1 and Action 2)	Amount	(Included on Goal 1, Action 1 and Action 2)	Amount	(Included on Goal 1, Action 1 and Action 2)
Source	(Included on Goal 1, Action 1 and Action 2)	Source	(Included on Goal 1, Action 1 and Action 2)	Source	(Included on Goal 1, Action 1 and Action 2)
Budget Reference		Budget Reference		Budget Reference	

Action **11**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas.	Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas.	Implement tutoring program at all sites. Provide tutors for students for targeted assistance in the core subject areas.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$13,270	Amount	$13,270	Amount	$13,270
Source	Resource 3010	Source	Resource 3010	Source	Resource 3010
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action **12**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.	Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.	Identify a web-based gradebook and attendance monitoring portal for student and parent access. Develop student and staff dashboards to monitor student attendance, credit accrual and achievement measures.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,355	Amount	$3,355	Amount	$3,355
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action **13**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.	Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.	Provide initial experiences in post-secondary education including concurrent enrollment courses, and CBK articulated courses.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Resource 7338	Source	Resource 7338	Source	Resource 7338
Budget Reference	5800 and included in Goal 1 Action 4	Budget Reference	5800 and included in Goal 1 Action 4	Budget Reference	5800 and included in Goal 1 Action 4

Action **14**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

OR

Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.	Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.	Provide extended learning opportunities for students through online learning, learning management system, student computing devices, and wireless connectivity devices.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$44,003	Amount	$44,003	Amount	$44,003
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action **15**

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

OR

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement CTE classes, CTE Pathways, and YouthBuild classes, including opportunities for students to earn micro-certifications.	Implement CTE classes, CTE Pathways and YouthBuild classes, including opportunities for students to earn micro-certifications.	Implement CTE classes, CTE Pathways and YouthBuild classes, including opportunities for students to earn micro-certifications.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,000	Amount	$6,000	Amount	$6,000
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

☐ New ☒ Modified ☐ Unchanged

OR

Goal 2	Students will be connected to school and educated in positive, safe, and healthy learning environments.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

~~Come Back Kids~~ CBK Charter stakeholders utilized student attendance data from Aeries, the Gallup Student Survey, Values and Decisions Social Emotional Wellness Scale, Student Retention Data, the Student Satisfaction Survey, and the LCAP Stakeholder Survey to identify needs for this goal. The Gallup Student Poll and the LCAP Stakeholder Survey have been piloted and vetted and are valid and reliable instruments to measure student and parent perceptions on school connectedness and safety.

In order to continue the progress in connecting students to school in positive, safe, and healthy learning environments, students need continued support with attendance, retention, behavior support, mental health services, and social emotional wellness (SEL). CBK will continue the Positive Behavioral Supports and Intervention (PBIS), the Values and Decisions Class, Get Focused Stay Focused Course and Social Work Intern counseling.

In order to improve student and parent engagement, programs to involve students and parents will be continued along with activities to communicate school information and opportunities for involvement to enhance student achievement. Activities to communicate and involve community partners in the process of identifying and re-engaging dropouts will be continued.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CBK student attendance rate.	June 2017, the student attendance rate was 84.7%	Increase to 85%	Maintain at 85%	Maintain at 85%
CBK student satisfaction survey.	June 2017, students who agreed on the "program support and relationship" items on the Student Satisfaction Survey was 99%.	Maintain at 95% or higher.	Maintain at 95% or higher.	Maintain at 95% or higher.
CBK students will report an increase in Social – Emotional Strategies between pre and post surveys administered in the Values and Decisions Class.	Students reported an increase in SEL Strategies. I feel in control of my life and future Pre -survey 4.30 Post -Survey 4.54 I deal with frustration in positive ways Pre -survey 3.72	Maintain SEL Strategies	Maintain SEL Strategies	Maintain SEL Strategies

	Post -Survey 3.86 I stand up for others who are being mistreated Pre -survey 4.58 Post -Survey 4.66 I believe that patience allows you to work toward your goals Pre -survey 4.61 Post -Survey 4.76			
CBK Student Engagement as measured by the Gallup Student Poll Engagement Index.	Fall 2016 Engagement Index CBK: 4.15 U.S. Overall: 3.88	Maintain higher than U.S. Overall score.	Maintain higher than U.S. Overall score.	Maintain higher than U.S. Overall score.
CBK Student Hope as measured by the Gallup Student Poll Hope Index.	Fall 2016 Hope Index CBK: 4.45 U.S. Overall: 4.25	Maintain higher than U.S. Overall score.	Maintain higher than U.S. Overall score.	Maintain higher than U.S. Overall score.
CBK Student Retention Rate Overall (Current enrollment/ Students with ADA-grads) (include disaggregated results by gender and ethnicity)	By June 2017, the overall retention rate was 64.1%.	Increase by 2% points	Increase by 2% points	Increase by 2% points
CBK Student Retention Rate 150 credits or more. (include disaggregated results by gender and ethnicity)	By June 2017, the retention rate was75.4% for students with 150 credits or more.	Increase by 2% points	Increase by 2% points	Increase by 2% points
CBK Student Retention Rate 149 credits or less. (include disaggregated results by gender and ethnicity)	By June 2017, the retention rate was 62.6% for students with 149 credits or less.	Increase by 2% points	Increase by 2% points	Increase by 2% points
CBK Students who persist from one year to the next, if not completed. (include disaggregated results by gender and ethnicity)	By June 2017, the persistence from one year to the next was rate was 81.7%.	Increase by 2% points	Increase by 2% points	Increase by 2% points

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll.	Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll.	Continue to implement Positive Behavior Intervention Supports (PBIS) that focus on developing safe, trusting, self-managing classrooms. Administer Gallup Student Poll.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No impact on CBK Budget	Amount	No impact on CBK Budget	Amount	No impact on CBK Budget
Source		Source		Source	
Budget Reference		Budget			

Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to maintain building leases and maintain CBK sites.	Continue to maintain building leases and maintain CBK sites.	Continue to maintain building leases and maintain CBK sites.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$124,182	Amount	$166,789	Amount	$166,789
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5600, 5700	Budget Reference	5600, 5700	Budget Reference	5600, 5700

Action **3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to implement the Social Work intern program.	Continue to implement the Social Work intern program.	Continue to implement the Social Work intern program.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No impact on CBK Budget	Amount	No impact on CBK Budget	Amount	No impact on CBK Budget
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.	Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.	Implement parent/student communication and training that includes Edulink (automatic phone system), Remind 101, email, and other forms of electronic communication to promote positive school attendance.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on page 44, Goal 1,Action 12)	Amount	(Included on page 44, Goal 1,Action 12)	Amount	(Included on page 44, Goal 1,Action 12)
Source	(Included on page 44, Goal 1,Action 12)	Source	(Included on page 44, Goal 1,Action 12)	Source	(Included on page 44, Goal 1,Action 12)
Budget Reference		Budget Reference		Budget Reference	

Action **5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Track interventions provided to students to increase retention. Collect segmented data on student attendance and retention to determine the most effective interventions for students based on age and credit accrual.	Track interventions provided to students to increase retention. Collect segmented data on student attendance and retention to determine the most effective interventions for students based on age and credit accrual.	Track interventions provided to students to increase retention. Collect segmented data on student attendance and retention to determine the most effective interventions for students based on age and credit accrual.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1,Action 12)	Amount	(Included on Goal 1,Action 12)	Amount	(Included on Goal 1,Action 12)
Source	(Included on Goal 1,Action 12)	Source	(Included on Goal 1,Action 12)	Source	(Included on Goal 1,Action 12)
Budget Reference		Budget Reference		Budget Reference	

Action **6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue implementation of MTSS, with staff development, monthly meetings, and online support.	Continue implementation of MTSS, with staff development, monthly meetings, and online support.	Continue implementation of MTSS, with staff development, monthly meetings, and online support.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1, Action 1and Action 12)	Amount	(Included on Goal 1, Action 1and Action 12)	Amount	(Included on Goal 1, Action 1and Action 12)
Source	(Included on Goal 1, Action 1and Action 12)	Source	(Included on Goal 1, Action 1and Action 12)	Source	(Included on Goal 1, Action 1and Action 12)
Budget Reference		Budget Reference		Budget Reference	

Action **7**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention and success.	Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention.	Continue implementation of Get Focused Stay Focused Course, and Values and Decisions Course to support student retention.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on page Goal 1, Action 1)	Amount	(Included on page Goal 1, Action 1)	Amount	(Included on page Goal 1, Action 1)
Source	(Included on page Goal 1, Action 1)	Source	(Included on page Goal 1, Action 1)	Source	(Included on page Goal 1, Action 1)
Budget Reference		Budget Reference		Budget Reference	

Action **8**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide bus passes for students to improve attendance	Provide bus passes for students to improve attendance	Provide bus passes for students to improve attendance

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action **9**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

OR

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase outreach materials for student orientations, presentations to partner districts, and community events.	Purchase outreach materials for student orientations, presentations to partner districts, and community events.	Purchase outreach materials for student orientations, presentations to partner districts, and community events.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,000	Amount	$7,000	Amount	$7,000
Source	Resource 000	Source	Resource 000	Source	Resource 000
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action **10**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Review and revise Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.	Review Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.	Review Individual Learning Plan to reflect PBIS and Schoolwide learning outcomes.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No impact on Budget	Amount	No impact on Budget	Amount	No impact on Budget
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **11**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐New ☐Modified ☐ Unchanged	☐New ☐Modified ☐Unchanged
Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.	Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.	Continue implementation of a Student Leadership Class to plan and promote student activities, Peer Counseling, and Community Service activities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,000	Amount	$7,000	Amount	$7,000
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5800, 4300	Budget Reference	5800, 4300	Budget Reference	5800, 4300

Action **12**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.	Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.	Continue implementation of a Student Technology Leadership Class to assist teachers with technology and to provide new student technology orientations.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,900	Amount	$3,900	Amount	$3,900
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action 13

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.	Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.	Involve students, parents, and community partners in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability through the School Advisory Council.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$770	Amount	$770	Amount	$770
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	5850, 4300	Budget Reference	5850, 4300	Budget Reference	5850, 4300

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	[LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.	Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.	Produce a quarterly CBK Newsletter to provide stakeholders with up to date information on activities, opportunities, and celebrations.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No impact on budget.	Amount	No impact on budget.	Amount	No impact on budget.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **15**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.	Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.	Develop a yearly site based calendar with all scheduled events for the year, published to CBK website.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No impact on budget.	Amount	No impact on budget.	Amount	No impact on budget.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Fost r Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Security Staff at CBK sites.	Provide Security Staff at CBK sites.	Provide Security Staff at CBK sites.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$32,718	Amount	$32,718	Amount	$32,718
Source	Resource 0000	Source	Resource 0000	Source	Resource 0000
Budget Reference	2000/3000	Budget Reference	2000/3000	Budget Reference	2000/3000

☐ New ☐ Modified ☒ Unchanged

Goal 3

English Learners will acquire proficiency in English.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

~~Come Back Kids~~ CBK Charter Stakeholders utilized student data from the CAASPP, Short Cycle Assessments, Accucess Pre and Post-tests, California English Language Development Test (CELDT), and reclassification information to identify needs for this goal.

In order to improve EL student English language proficiency, English learner students need instructional materials, continued access to designated and integrated ELD class/time, ELD materials aligned to the new ELA/ELD standards, and differentiated

instruction. The reclassification process will be continued.

The California English Language Development Test (CELDT) will be replaced by the English Language Proficiency Assessment for California (ELPAC) in 2017-2018 as the metric to measure English learner skills in the English language.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pearson Education ELA/ELD Textbook English Language Development Assessment	No Data for this year.	Establish Baseline	Improve by 5% points	Improve by 5% points
EL students scoring a minimum of 70% on short cycle assessments in ELA .	June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA were 8.7%.	New baseline points	Improve by 5% points	Improve by 5% points
EL students reclassified as RFEP.	May 2017, 7.69% (8) EL students reclassified as RFEP.	Improve by 2% points	Improve by 2% points	Improve by 2% points
EL students scoring a minimum of 70% on short cycle assessments in math .	June 2017, EL students scoring a minimum of 70% on short cycle assessments in ELA were 1.3%.	New baseline	Improve by 5% points	Improve by 5% points

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	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes with support from principals, TOSA, and collaboration during PLCs.	Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes with support from principals, TOSA, and collaboration during PLCs.	Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes with support from principals, TOSA, and collaboration during PLCs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$9804	Amount	$9804	Amount	$9804
Source	Resource 4203	Source	Resource 4203	Source	Resource 4203

Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement universal design for learning (UDL) and personalized learning.	Implement universal design for learning (UDL) and personalized learning.	Implement universal design for learning (UDL) and personalized learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(Included on Goal 1, Action 1)	Amount	(Included on Goal 1, Action 1)	Amount	(Included on Goal 1, Action 1)
Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)	Source	(Included on Goal 1, Action 1)

Budget Reference		Budget Reference		Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.	Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.	Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1000	Amount	$1000	Amount	$1000
	Resource 0000		Resource 0000		Resource 0000

Source

Source

Source

Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$304,070	Percentage to Increase or Improve Services:	5.37 %

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).

Using the required LCFF calculation, the estimated funding is $304,070 for 2017-2018, which is based on 75.8% of unduplicated pupils (low income, English learners, and foster youth), therefore all expenditures will be school-wide, across ~~Come Back Kids~~ CBK Charter to benefit all students. Services are specifically directed toward meeting CBK Charter's ~~Come Back Kids~~goals for subgroups and are increased and improved for unduplicated students as compared to the services provided to all pupils.

School-wide services for students include Plato credit recovery and increased learning time. Students receive support from math tutors during the school day and outside their school day. Teachers develop lessons with differentiated instructional strategies for students using data from Accucess assessments, and short-cycle assessments in ELA and math one day each month during Wednesday PLCs.

Services for English learners include implementation of the new ELD standards, designated and integrated ELD time and curriculum with support during ELA/ELD focused PLCs. English learners will be provided with instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Teachers will analyze data on EL students every month during collaboration time on Wednesdays in order to implement lessons using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, and Thinking Maps) in ELA and math. The reclassification process will be continued.

School-wide services also include the distribution of bus passes, College Readiness Activities, College Connections and the Social Work Intern program. The College Connection project provides transitional support services to foster youth, low income and EL students. The College Connection Program Specialist also provides appropriate post-secondary transition plans that include academic resources, linkage to Community Colleges, career mapping with identified Career and Technical training, and job placement. The College Connection Program Specialist provides periodic follow-up to ensure student success in obtaining program objectives. Social Work Interns provide individual counseling to foster youth, low income and EL students based on academic, behavioral, and emotional needs.

~~Local Control and Accountability Plan and Annual Update Template Instructions~~

~~Addendum~~

~~*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*~~

~~*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*~~

~~*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*~~

~~*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*~~

~~*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. C*~~*hanges in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous

stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

D. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
E. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
F. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

C. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
D. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

H. Statewide assessments;
I. The Academic Performance Index;
J. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
K. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
L. The English learner reclassification rate;
M. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
N. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

E. School attendance rates;
F. Chronic absenteeism rates;
G. Middle school dropout rates;
H. High school dropout rates; and
I. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

D. Pupil suspension rates;
E. Pupil expulsion rates; and
F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

D. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
E. Programs and services developed and provided to unduplicated pupils; and
F. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

~~APPENDIX K~~

~~CBK School Safety Plan~~

~~2018-2019~~

~~Table of Contents~~

~~School Information and Overview~~	~~2~~
~~Procedures for Safe Ingress and Egress~~	~~2~~
~~Emergency/Disaster Procedures/Drills~~	~~4~~
~~Hazardous Materials, Procedures for Responding to the Release of a Pesticide or Other Toxic Substance, Air Quality Reports~~	~~8~~
~~Student Attendance~~	~~9~~
~~Access to Internet and Online Sites~~	~~9~~
~~Multi-Tiered System of Support (MTSS)~~	~~9~~
~~Rules and Procedures on School Discipline~~	~~10~~
~~Policy Prohibiting Discrimination, Intimidation, and Bullying~~	~~16~~
~~Child Abuse Reporting~~	~~18~~
~~Policy Prohibiting Sexual Harassment~~	~~20~~
~~School Dress Code~~	~~22~~
~~Procedures for a Safe and Orderly Learning Environment~~	~~23~~
~~Assessment of the Current Status of School Safety-Safety Indicators~~	~~25~~

County-District-School Codes

Riverside County Office Of Education County-District Code 33-10330

~~Come Back Kids~~ CBK Charter County-District-School Code 33-10330-0128397

Location

District Address: 3939 Thirteenth Street, Riverside, CA 92570. Telephone: 951-826-6530

Overview of Safe School Plan

Providing a safe learning environment is a priority for staff, parents, students, and school community members. CBK program prioritized school safety in the Local Control and Accountability Plan (LCAP). One of the LCAP goals is focused on connecting all students to school and educating students in positive, safe, and healthy learning environments. CBK staff members are focused on providing a safe and secure environment free of violence, intimidation/fear, and drugs. Staff members prepare students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community.

Staff members promote caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Staff members stress prevention of violence on campus and prepare students to handle conflict, anger, and other threats to safety. The discipline policy provides students with behavior guidelines that are aligned to the California Education Code and RCOE policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. CBK staff members implement actions to create a positive school climate and promotes social-emotional learning using research-based strategies. CBK implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success. Specific interventions implemented include Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, Capturing Kids' Hearts, and the 40 Developmental Assets.

The administration, teachers, and classified staff develop, monitor, and evaluate school safety plan components each year. The Leadership Team reviews data on attendance, referrals, and suspensions to evaluate the Safe School Plan.

Procedures for Safe Ingress and Egress

Ingress and Egress

All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information. Both classified and certificated personnel have report times prior to student arrival. All ingress and egress to the campus must occur by means of the front door located in the administration building. In the unlikely event that a student leaves our campus without permission, the parent or guardian is immediately contacted. If the parent or guardian is unavailable, law enforcement is contacted, and appropriate steps are taken to locate the child.

Student ID Cards and Parking Permits

Students in alternative education programs are required to have identification cards (ID) when they are on campus. Students who drive cars on campus are required to provide a copy of their driver's license and automobile insurance in order to obtain a parking permit.

Visitors on Community School Campuses and ID Badges

As a closed campus is in effect, no visitors are allowed. Any non-student who wishes to enter the campus must obtain clearance from the office before entering the campus. Visitors are not allowed on campus without a prior appointment and/or the explicit authorization of the school principal. Riverside County High School students may not visit other schools without the permission from that school's principal. All visitors are required to sign in at the front office of the school and obtain a visitor's badge. Entry to the campus is only through the administration office. All visitors who enter campus are required to have their driver's license or California identification card scanned by the school security information system and will receive a visitor's ID badge that specifies the date and time to be on campus.

Visitors on Community School Campuses-School Visiting Procedures

All visitors and outsiders, as defined in law, local policy of the host school, and administrative regulations, shall register immediately upon entering any school building or grounds. Parents/Guardians and members of the media (including a publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station) shall register upon entering school premises during school hours (95 Ops.Cal.Atty.Gen. 509, 1996). When a Riverside County Office of Education class/program is located on a school district site, the policy and guidelines of the host school shall prevail for this purpose.

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors/outsiders while they are on school grounds. The site administrator or designee shall provide a visible mean of identification for all individuals, including parents/guardians, who are not students or staff members while on school premises. Volunteers, visitors, parents/guardians, substitute employees, vendors and contractors shall wear a badge or other visible means of identification for the duration of their time on school premises. Students and staff should wear visible means of identification, if available.

CBK encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the County Office of Education's complaint processes if they have concerns with any County Office of Education program or employee. In accordance with Penal Code 626.7, the site administrator or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds. The County Office of Education recognizes that under California law, any person whose conduct materially disrupts classwork or extracurricular activities or causes a disturbance on school grounds may be guilty of a misdemeanor and subject to fine, imprisonment, or both. When such conduct occurs, the County Superintendent of Schools may take action leading to the imposition of these penalties.

Possession of unauthorized dangerous instruments, weapons or devices is prohibited on school premises, on any public right-of-way immediately adjacent to school property, or any other place where a teacher and student(s) are required to be in a connection with assigned school activities.

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

6. A student of the school, unless currently under suspension.
7. A County Board of Education member or County Office of Education employee.
8. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request.
9. A representative of a school employee organization who is engaged in activities related to the representation of school employees.
10. An elected public official.

In order to register, an outsider shall, upon request, furnish the site administrator or designee with the following information: (Penal Code 627.3)

6. His/her name, address, and occupation.
7. His/her age, if less than 21.
8. His/her purpose for entering school grounds.
9. Proof of identity.
10. Other information consistent with the provisions of law.

The site administrator or designee may refuse to register any outsider if he/she reasonably concludes that the individual's presence or acts would disrupt normal school operation; threaten the health and safety of students or staff; would result in damage to property; or would result in the distribution or use of a controlled substance. The site administrator or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would

disrupt or is disrupting the school, students, or staff (Penal Code 627.4). If such a person is a parent/guardian, appropriate consideration and accommodations will be made with respect to their legal right to participate in their student's education.

When an outsider fails to register, or when the site administrator or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the site administrator or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment (Penal Code 627.7).

Any person who is denied registration or whose registration is revoked may appeal to the County Superintendent or site administrator by submitting, within five dates after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the County Superintendent or site administrator shall promptly mail a notice of the hearing to the person requesting it. A hearing before the County Superintendent or site administrator shall be held within seven days after receipt of the request. (Penal Code 627.5).

School Visiting Procedures-Presence of a Registered Sex Offender on Campus - EC §§ 49091.10 and 51101

Parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a County Office of Education student, shall only enter upon school grounds for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee. As necessary, the site administrator shall consult with local law enforcement authorities and/or legal counsel before allowing the presence of any such person at school or other school activity. The site administrator also shall report to the County Superintendent or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Any person required to register as a sex offender pursuant to Penal Code 290, including parent/guardians, shall only enter upon school premises for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee (Penal Code 626.81). The County Superintendent, site administrator, or designee shall make the determination regarding whether to grant access, for what purpose, and the duration of such access, based upon available information and upon consultation with local law enforcement authorities or legal counsel, if necessary. If a registered sex offender is granted written permission and has lawful business to enter upon school premises, he/she shall be accompanied by the site administrator or designee at all times while on school grounds.

Procedure for Leaving School/Student Pick-Up

When it is necessary to pick a student up during school hours, the parent/guardian is required to go to the office and present a picture ID in order to check the student out of school. Only persons whose name appears on the student's emergency card will be allowed to check the student out of school.

Requirements for Helmets (VC § 21212)

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Emergency/Disaster Procedures (including adaptations for pupils with disabilities)

The Emergency Operation Plan (EOP) meets the guidelines of the California's Standardized Emergency Management System (SEMS) and has developed, in consultation with public safety agencies (law enforcement, fire, public health), an "All Hazards" approach for mitigation, preparedness, response and recovery. School EOPs address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff.
2. Earthquake or other natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his/her duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Each regional learning center works with RCOE to update the emergency plan and incorporate the National Incident Management System (NIMS), which includes staff trained in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents) and IS 800 (National Response Framework). During disasters, pre-determined areas will identify the various stations (i.e., student holding, command post, and student release).

Fires: When a fire is discovered in any part of the school, the following actions shall be taken:

- The principal or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system.
- The principal or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to a designated assembly area.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
- In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Fire Drills: Each regional learning center holds fire drills on a regular basis. As amended by SB 575 (Ch. 725, Statutes of 2001), Education Code 32001 states that every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

- The principal shall notify the staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building (5 CCR 550).
- Teachers shall ascertain that no student remains in his/her classroom and the building.
- Teachers and/or campus security supervisors shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal/designee and/or campus security supervisor shall keep a record of each fire drill conducted and file a copy of this record with the office of Superintendent or designee. Refer to RCOE School Site Emergency Drills and Procedures Reference Guide #009.

Earthquake Drills: Earthquake emergency procedures include the school building Emergency Operation Plan (EOP), drop and cover procedures, dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools, protective measures to be taken before, during, and after an earthquake, a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system.

Earthquake Drill Procedures:

A drop/cover/hold-on procedure in which students and staff members:

- Principal/Designee announces to drop to the ground and take cover.
- Students and staff take cover by getting under a desk or table.
- Hold on until the all clear signal is announced.
- Evacuate only if directed.

Specific Steps for the Drill:

8. Via the public announcement (PA) system, alarms, or verbal direction (in the event of a real earthquake, your signal will be the beginning of shaking itself):
   - Announce that the earthquake drill has begun and to *Drop, Cover, and Hold On*.
   - Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
9. After at least one minute, announce that the shaking is over.
10. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.
11. When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before teachers exit their rooms, take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire, do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.
12. Teachers take their classroom roll books and emergency kits to the evacuation area. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).
13. Staff use the buddy system. Classes should exit in pairs with one teacher in front and one in the back. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need.
14. In the absence of an instructional assistant, teachers need to be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort class(es) to their designated place in the EAA.
    - Use the suggested routes on your evacuation map or alternate route if your route is blocked or unsafe.
    - Everyone is to stay together and quickly and quietly evacuate following four Evacuation Rules: Don't talk. Don't push. Don't run. Don't turn back.
    - Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
    - Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

Shelter in Place: One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors.

Specific Steps to Shelter-in-Place at School:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- Provide directions to close and lock all windows, exterior doors and any other outside openings.

- If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.
- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Lockout and Lockdown**:** Lockouts and Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside at an RCOE facility. For detailed instructions, refer to ANNEX I to RCOE Emergency Operation Plan.

Definition

- Lockout (Level 1)**:** This is when a threat that is off site that does not directly involve the school or students. A Lockout Level 1 stops people from going on or off campus.
  - *Examples: A* scenario could be triggered by a nearby arrest or search warrant being conducted, often triggered by notification from law enforcement; *High Speed chases; suspicious activity off-campus, etc...*
- Lockout (Level 2): This is when a threat to a school is made or information is presented that an event could potentially affect the school site. A Lockout Level 2 calls for staff and students to stay in the classrooms with unsupervised movement on campus prohibited.
  - *Examples include events occurring with the vicinity of the school, fugitive in the area, etc….*
- Lockdown (Level 3)**:** There is a direct threat to the school and the safety of the school and those inside are at risk. A Lockdown Level 3 mandates that all students and staff stay in locked classrooms.
  - *Examples include Active Assailant, Hostage situations, or a direct knowledge of a planned event, Etc…)*

Procedures to follow

- Lockout - Level 1
  - Verbal Command is Lockout - Level 1
  - Lock all exterior doors except for the main entrance.
  - Limit vehicle access to a single point of entry if possible.
  - Keep all classroom doors locked when possible.
  - Keep blinds open for increase awareness.
  - Classroom activity is to remain NORMAL.
- Lockout - Level 2
  - VERBAL Command is Lockout Level 2.
  - Lock all exterior doors.
  - Keep blinds open for increase awareness.
  - Secure all vehicle access gates, if safe to do so.
  - All classroom doors are to remain locked and hall activity is to be limited during class.
  - Classroom activity is to remain normal.
- Lockdown - Level 3
  - Verbal Command is Lockdown.
  - Lock all doors and access onto school compound.
  - Doors are not to be opened for anyone. Officials who may need access have keys.
  - All classroom activity is to stop.
  - Assembly in designated "safe areas" of the classroom.
  - Turn off lights.

- Conceal yourself from view.
- Use furniture to barricade entrances, if safe to do so.
- Staff and students are to remain out of sight away from windows and in a protected area until the "all clear" call is communicated by the administration office or law enforcement.

Active Shooter Protocols (Active Assailant)

During an active assailant incident, staff and students must quickly determine the most reasonable way to protect their own life. The primary purpose is to prevent, reduce or limit access to potential victims, and to mitigate the loss of life. Training on the FBI's "Run, Hide, and Fight protocol is implemented at all sites.

Run, Hide, Fight Procedures

Run	Hide	Fight
• If there is an accessible escape path, attempt to evacuate. • Have an escape route and plan in mind. • Take others with you, but do not stay behind because they refuse to leave.	• If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. • Take steps to prevent the active shooter from entering your hiding place: o Lock and blockade doors. o Your hiding place should not trap you or restrict your options for movement.	• This should be done as a last resort, and only when your life is in imminent danger. • Acting as aggressively as possible, attempt to disrupt or incapacitate the shooter. • Throw items and improvise weapons.

Hazardous Materials

Keenan & Associates, RCOE's Third Party Administrator for Property and Liability coverage, conducts an annual Hazardous Materials Inventory and Inspection throughout the Riverside County Office of Education. The purpose of the inspection is to assist RCOE in obtaining a current, detailed inventory of hazardous material supplies on school sites and throughout the RCOE and to meet the regulatory requirements under Worker Right-to-Know, Hazardous Materials Disclosure Laws, and as required by Cal/OSHA – CCR, Title 8, Section 5194. The inventory not only provides information to management, it is also a valuable tool to be used to monitor and control chemicals in the workplace. The inspection also provides RCOE with a hazardous materials survey that addresses and identifies specific conditions regarding storage, labeling, compatibility, fire extinguishers, eyewash stations, etc., which were present at the time of the inventory.

Procedures for Responding to the Release of a Pesticide or Other Toxic Substance (from properties located within one-quarter mile of a school)

Integrated Pest Management Plan

RCOE has adopted an Integrated Pest Management (IPM) policy with regards to pest management on RCOE property and complies with the notification, posting, recordkeeping and all other requirements of the Healthy Schools Act. The IPM Plan is online on the RCOE website and includes the following:

- Annual notification of all pesticide products RCOE expects to use on school grounds. These products include over-the-counter pesticides available at retail outlets, but do not include certain products exempted under the law. The notifications list the active ingredients in each pesticide product and the Internet address for the Department of Pesticide Regulation (DPR) to access additional information.
- Notices in areas where pesticides will be applied, posted 24 hours in advance and 72 hours after application of pesticides, and contain information as specified in the law.
- Parents/guardians and staff that register with the school administration office to be notified before each pesticide application shall receive notification at least 72 hours.
- Procedures for maintaining records of all pesticides use at each school.
- Monitoring and record keeping, strategies and tactics to keep pest numbers low to prevent unacceptable damage or annoyance.

Important Guidelines Refer to RCOE Integrated Pest Management Reference Guide #012. These guidelines will be followed for all staff to assist in effectively managing the use of pesticides on our sites:

- Site staff notify their site administrator when pest control is needed.
- Staff notify Maintenance and Operations via a work order when pest control is needed.
- Staff must not use any type of pest control chemicals at any school site. Only authorized personnel that have received approved pesticide training shall be allowed to use any type of pesticides on school campus.
- Staff eliminate food in their work areas that might attract pests (i.e., cakes, cookies, candies, sack lunches, sugary beverages, etc.).

For immediate pest control response (i.e., swarming bees or ants), Maintenance and Operations is contacted via telephone at 826-6410.

Air Quality Reports

During times of heightened air pollution (especially spring, summer, and fall) RCOE (Operational Support Services (OSS), Safety Emergency Management) sends out a daily air quality report obtained from local government sources. This report makes recommendations of individual physical activity based upon the current air quality. Each regional learning center uses this to limit outside activities, especially physical education, to protect the health of our students and staff. The air quality index can be viewed on the Riverside County Office of Education's Emergency Preparedness webpage at http://www.rcoe.us/administration-business-services/operational-support-services/emergency-preparedness/alertsadvisories/
Updates to the index are made on an hourly basis.

Attendance

Student Attendance Requirements
Student attendance and achievement are directly related. The parents/guardians of the student must notify the school attendance staff and/or the teacher in advance of scheduled absences. Student make-up work may be arranged at this time. All absences must be cleared through the school attendance office or the student's teacher.

Attendance Letters/SARB Process
Unexcused absences/truancies will result in a parent-teacher conference, a conference with the School Attendance Review Team (SART), or a meeting with the School Attendance Review Board (SARB). Truancy letters are sent to parents for absences or tardiness of 30 minutes or more without a valid excuse. A combination of unexcused absences and tardiness will also result in the issuance of truancy letters. The first letter will generate after three unexcused absences/tardiness. A second letter will generate after six unexcused absences/tardiness. A SART conference will be scheduled after the second letter is generated. A third letter will generate after nine unexcused absences/tardiness. After nine or more unexcused absences, the truancies are considered habitual and the SARB meeting process begins. Automated telephone calls will occur to inform you of absences. If your student was not absent as the message reports, have your student ask the teacher to submit a correction form to the attendance office.

Arrest of Truants/School Attendance Review Boards (EC §§ 48263 and 48264)
The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Access to Internet and Online Sites (EC § 48980(l))

One of the goals of RCOE is to assist in advancing the use of technology to enhance student learning. Access to RCOE technology is a privilege, not a right, and students enrolled in district programs or activities must follow guidelines and procedures regarding acceptable use of technology. All RCOE students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using district technological resources. RCOE shall make a diligent effort to filter the inappropriate or harmful matter accessible through the internet, and students shall also take responsibility not to initiate

access to inappropriate or harmful matter while using technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Multi-Tiered System of Support (MTSS)

CBK is committed to improving socio-emotional, attendance, and academic student growth by providing a forum for professional collaborations between involved stakeholders. The goal of Multi-Tiered Systems of Supports is to provide students with socio-emotional, attendance, and academic intervention on a structured schedule. When a student is brought forth as an intervention candidate, the intervention plan will result in setting measurable benchmarks for growth. As these interventions are reviewed for efficacy, our available resources, interventions, and universal supports will be refined.

Rules and Procedures on School Discipline

Philosophy

CBK implements a program that encourages students to exemplify strong commitments to citizenship, personal responsibility, moral and ethical character, mutual respect, and dignity. School resources are utilized to help students develop self-control and willing cooperation.

The main goals of the comprehensive school-wide discipline plan are as follows:

1. To assist students to achieve self-discipline.
2. To protect the welfare of all students.
3. To maintain a school environment that is conducive to learning.

The expected behavior of students includes the following:

1. Self-discipline/control
2. Personal/public accountability
3. Personal responsibility
4. Respect for the rights and property of others
5. Cooperation
6. Compliance with directives
7. Acceptable attitude
8. Sense of fairness
9. Thoughtfulness and consideration

Campus-wide Rules

1. Drugs, weapons, alcohol, and tobacco are not permitted.
2. Unsafe acts, such as fighting, hazing, initiation, rough or play fighting, or birthday swats are prohibited.
3. Inciting others to violence or disobedience, which includes encouraging others to fight, is prohibited.
4. Discriminatory acts, which include verbal or written acts toward a person that promote negative stereotyping, degrades, or flagrantly demeans any individual, are prohibited.
5. Disorderly conduct, which includes engaging in violent, abusive, indecent, profane, obscene, vulgar, boisterous, unreasonably loud, or other conduct which tends to cause or provoke a disturbance, is prohibited.
6. Disrespect, which includes insulting or derogatory names, inappropriate gestures, and actions toward staff members, is not permitted.
7. Gang type writing, signing, tagging or doodling on books, notebooks, backpacks, and clothing or on desks is not permitted.
8. Profanity or insulting language is not permitted.
9. Forgery, the act of falsely using, in writing, the name of another person or falsifying time, dates, grades, addresses or other data on school forms, is prohibited.
10. Signaling a false fire alarm is prohibited.
11. Gambling is not permitted.
12. Possession of pornographic, obscene or vulgar pictures, objects or other materials is prohibited.
13. Bicycle riding or skateboarding is not permitted on campus.
14. There is to be no willful destruction of school or private property.

Classroom Rules

Each classroom teacher establishes rules based on agreed upon Positive Behavioral Interventions and Supports (PBIS) for their room and the consequences should the student choose to break those rules. These are established within the first few days of school and are reviewed with the parent at Back to School Night. Consequences for breaking class rules may include (but are not limited to): time out in another classroom, loss of privileges, or detention.

Classroom Rules

1. Show respect to others.
2. Students are responsible for their textbooks and required materials.
3. Students are not to use rude, abusive, insulting, profane language.
4. Cheating includes dishonesty while completing school work, plagiarism, and/or falsifying or altering records and will lead to disciplinary action.
5. Cell phone use in class during instructional time is not permitted.

Positive Re-Enforcement for Appropriate Behavior

As opportunities arise, special events or activities are used to reward student for positive behavior.

Policies and Procedures for Suspension and Expulsion

Classroom discipline procedures at each regional learning center are the responsibility of the individual teacher, however, serious misbehaviors including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs results in the student being sent immediately to the office where the principal or his/her designee will conference with the student.

Due Process

All suspensions are preceded by an informal conference between the student and a school administrator during which the student shall be informed of the reason for the suspension and the evidence against him or her, and given the opportunity to present his or her version and evidence in his or her defense. The student, at the conference, will also be informed of the other means of correction that were attempted before the suspension. It is the policy of the school to telephone parents at the time of the suspension, but in all cases, a notice is mailed within 24 hours. Usually a parent conference is requested to take place as soon as is feasible. Parents or guardians are requested to respond to such conferences. Depending on the severity and circumstances, further action may be required such as detention, suspension or expulsion. In these instances, parents will be notified either by phone or mail.

The following rule infractions will lead to an automatic suspension and consequences from law enforcement:

Education Code 48915 (a) (1)

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of a controlled substance.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

Education Code 48915 (c)

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive.

Students may be suspended for the following 48900 Education Code violations:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a 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.
(g) Stole or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code .
(k)(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910 , a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means 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) Committed or attempted to commit a sexual assault as defined in Section 261 , 266c , 286 , 288 , 288a , or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code .
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(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 pupil or group of pupils as defined in Section 48900.2 , 48900.3 , or 48900.4 , directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
(2)(A) "Electronic act" means the creation or transmission originated on or off the schoolsite, 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:
(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
(iii) An act of cyber sexual bullying.
(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
(B) Notwithstanding paragraph (1) and subparagraph (A), 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.
(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code , the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in EC § 48900.5.

EC § 48900.2. Sexual Harassment
In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

EC § 48900.3. Hate Violence
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EC § 48900.4. Harassment, Threats or Intimidation
In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EC § 48900.5. Limitations on Imposing Suspension
Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

EC § 48900.7. Terroristic Threats
(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Circumstances for Recommending Expulsion (EC § 48915)

(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.
(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
  (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
(D) Robbery or extortion.
(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

A suspended student shall not:

1. Be allowed to loiter on or around any district property.
2. Be allowed to participate in any school activities not open to the public.

**Students with disabilities must have a manifestation determination after 10 days of cumulative suspension.

Suspension Authority

Classroom teacher: 1-2 days (from classroom) period of infraction and following days. Site Administrator: Up to 20 days in a school year at one site (5 consecutive days for one infraction and up to 20 cumulative days).

According to Education Code 48900.6, as part of or instead of disciplinary action prescribed by Education Code, the principal of a school, the principal's designee, or the superintendent of schools may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

Procedures to Notify Teachers of Dangerous Pupils

Teachers, as well as students, have a right to a safe school environment. When a new student arrives at each regional learning center, the student and parent(s) must attend an intake meeting. At this meeting the school philosophy and overview of school rules are discussed. The students are then tested to determine correct math and English language arts (ELA)/English language development (ELD) and reading levels to ensure proper placement in the math and English curriculum. The academic counselor reviews the cumulative file and the attendance clerk immediately disseminates any pertinent information regarding disciplinary problems, violence, etc., to the principal, campus security supervisor, School Resource Officer (SRO) (if applicable), and teacher. The counselors interview the students privately and individually to determine if any counseling is appropriate. The academic counselor then assigns a class schedule to each student.

Teachers at each regional learning center are well acquainted with where student files are kept, what information can be found in the files, as well as how to use that information. New teachers are educated on this teacher resource through mentor workshops at the beginning of each school year. Student cumulative files are available for qualified staff review during regular school hours.

The teachers of any and all students who have committed any disciplinary acts outside of school, involving the police and/or juvenile justice system will be informed through the discipline office, via email, that there is information on a student (student will be named), and can be obtained/viewed at the

office. As directed in EC 49079, teachers who have students that have engaged in acts described in EC 48900, need to be informed of such.

Policy Prohibiting Bullying

The Riverside County Office of Education believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. RCOE recognizes the harmful effects of bullying on student learning and new school attendance and desires to provide safe school environments that protect students from physical and emotional harm.

RCOE employees shall establish student safety as a high priority and shall not tolerate bullying of any student. Bullying is defined in Education Code section 48900(r). No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. *Cyberbullying* includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Only SROs/Police Officers are allowed to investigate a discipline matter involving evidence on a cell phone or on social media.

<u>Prevention/Intervention</u>
The Riverside County Office of Education expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so (Education Code 234.1). As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Teachers discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level procedures.

When a student is reported to be engaging in bullying off campus, the principal or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the principal or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. RCOE prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so. Acts of discrimination or bullying should be brought to the attention of the principal. Students may make an anonymous complaint by contacting the principal. If there is sufficient corroborating information, RCOE will commence an investigation. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the policies on bullying or discrimination may be subject to discipline, including suspension and expulsion. RCOE prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

Child Abuse Reporting

As mandated reporters, the staff follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Pen. Code, 11166, subd. (g)).

Education Code 49380

(a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.
(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high- risk pupils and minors.
(c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

Education Code 44691

(a) The State Department of Education, in consultation with the Office of Child Abuse Prevention in the State Department of Social Services, shall do all of the following:
  (1) Develop and disseminate information to all school districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools, and their school personnel in California, regarding the detection and reporting of child abuse.
  (2) Provide statewide guidance on the responsibilities of mandated reporters who are school personnel in accordance with the Child Abuse and Neglect Reporting Act (Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code). This guidance shall include, but not necessarily be limited to, both of the following:
    (A) Information on the identification of child abuse and neglect.
    (B) Reporting requirements for child abuse and neglect.
  (3) Develop appropriate means of instructing school personnel in the detection of child abuse and neglect and the proper action that school personnel should take in suspected cases of child abuse and neglect, including, but not limited to, an online training module to be provided by the State Department of Social Services.
(b) School districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools shall do both of the following:
  (1) Except as provided in subdivision (c), provide annual training, using the online training module provided by the State Department of Social Services, to their employees and persons working on their behalf who are mandated reporters, as defined in Section 11165.7 of the Penal Code, pursuant to this section and subdivision (d) of Section 11165.7 of the Penal Code on the mandated reporting requirements. Mandated reporter training shall be provided to school personnel hired during the course of the school year. This training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Section 11166 of the Penal Code, is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.
  (2) Develop a process for all persons required to receive training pursuant to this section to provide proof of completing the training within the first six weeks of each school year or within the first six weeks of that person's employment. The process developed under this paragraph may include, but not necessarily be limited to, the use of a sign-in sheet or the submission of a certificate of completion to the applicable governing board or body of the school district, county office of education, state special school and diagnostic center, or charter school.
(c) School districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools that do not use the online training module provided by the State Department of Social Services shall report to the State Department of Education the training being used in its place.

The staff have been trained to handle the disclosure of a child's suspected physical or sexual abuse. These are some of the guidelines used to help a child through this crisis:

- A private place is found to talk to the child, while maintaining eye contact.
- The conversation remains calm, without any expression of panic or shock.
- The facts surrounding the incident are obtained.

- No assumptions are made; the child is allowed to speak, uninterrupted.
- The child is given the benefit of the doubt.
- A child's vocabulary is used.
- Reassurance is given that he or she is innocent and did not provoke the incident.
- Reassurance is given that everything possible will be done to protect and support him or her.
- The child is made aware of what will happen once the report is made.
- An immediate need for safety is determined.
- A report to the proper authorities is made.

If the child discloses the abuse during a lesson, acknowledgement is given and the lesson is continued. Afterwards, a quiet place is found where the teacher can talk with the child alone. As a mandated reporter, any member of our staff who reasonably suspects that child abuse has occurred must provide his or her name and the following information when making the telephone report to a child protective agency:

- Name of the child.
- Present location of the child.
- Nature and extent of injury.
- Any other information, including that which led the person to suspect child abuse, requested by the child protective agency (Pen. Code, 11157, subd. (a).).

The written report is filed on Department of Justice Forms SS 8572 and SS 8583, which are obtained from county welfare and probation departments and local law enforcement agencies. Medical personnel then complete a special, uniform reporting form developed by the Attorney General, entitled "Medical Report – Suspected Child Abuse" (DOJ 900).

Reports are investigated either by the local law enforcement agency and/or by the county Child Protective Services agency. Cross reporting by these agencies is required to ensure that law enforcement, child welfare agencies, and RCOE attorneys receive all reports they should review, whether initially reporting to them or to another child protective agency (Pen. Code, 11166, subd. (g).).

The following signs serve as a warning to school personnel that possible abuse has taken place:

<u>Physical</u>
- Unexplained fractures, lacerations or bruises.
- Burns (cigarette, rope, scalding water, iron).
- Extreme fear or withdrawal.
- Destructive and/or self-destructive behavior.

<u>Sexual</u>
- Precocious knowledge of explicit sexual behavior.
- Fearful, withdrawn, hostile or aggressive behavior.
- Attempts to run away or running away.
- Pseudo-mature (seems mature beyond chronological age).
- Promiscuous behavior.

<u>Neglect</u>
- Dirty, unkempt.
- Inappropriate dress for weather.
- Extremely offensive body odor.
- Malnutrition (extremely thin, dry or flaking skin, pale, fainting).
- Unattended medical conditions (infected minor burns, impetigo).

Policy Prohibiting Sexual Harassment

CBK adheres to the guidelines on sexual harassment set forth by the Riverside County Office of Education. The Board of Education prohibits sexual harassment in the working environment of RCOE employees or applicants by any person in any form. Sexual harassment of or by any employee is not tolerated. The Board considers sexual harassment to be a major offense, which may result in disciplinary action or dismissal of the offending employee or suspension/expulsion of any offending student.

It is the policy of the Riverside County Office of Education that sexual harassment is unacceptable conduct in the workplace and is not tolerated. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or education setting.

Sexual harassment guidelines apply to school personnel, as well as students. Kindergarten through third grade students are not responsible for their behavior according to California State Law. However, students in fourth through fifth grade are subject to all legal actions under the law.

Purpose: The purpose of the policy is to provide the work environment free of sexually harassing conduct or behavior and to provide uniform guidance and procedures on this subject.

General Procedures and Definitions: Pursuant to Education Code 212.5, unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment or status for promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

Examples: Other examples of sexual harassment, whether committed by a supervisor or any other employee is:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual manner.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.
9. Any act of retaliation against an individual who reports a violation of the RCOE's sexual harassment policy or who participates in the investigation of a sexual harassment claim.

The site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the RCOE's harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

Complaint Procedures: Employees at RCOE are encouraged to avail themselves of our internal complaint procedure if they are confronted with sexual harassment or any prohibited form of harassment. Such internal complaints are investigated promptly, confidentially and corrective action is taken where allegations are verified.

Any employee or applicant for employment who feels that he/she or another individual in the RCOE is being sexually harassed is encouraged to immediately contact his/her supervisor, principal, other RCOE administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint. Complaints of harassment are filed in accordance with AR4031, "Complaints Concerning Discrimination in Employment." Any supervisor who receives a harassment complaint notifies the Superintendent or designee, who ensures that the complaint is appropriately investigated.

All employees receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of the RCOE's information sheets that contain, at minimum, components on:

a. The illegality of sexual harassment.
b. The definition of sexual harassment under applicable state/federal law.
c. A description of sexual harassment, with examples.
d. The RCOE's complaint process available to the employee.
e. Directions on how to contact the Fair Employment and Housing Department and Commission (Government Code 12950).

In addition, RCOE educates its personnel on sexual harassment guidelines at the beginning of each school year. New RCOE employees must sign that they have received a copy of sexual harassment descriptions, guidelines, policies, and procedures for filing a claim. Policy updates are disseminated to the staff throughout the year. If further information, interpretation or advice is needed regarding sexual harassment, the Assistant Superintendent or Director of Human Resources for the Riverside County Office of Education can be contacted.

School Dress Code

CBK adheres to the Riverside County Office of Education dress code, which has established standards for student dress and grooming. The dress code is in effect during school hours as well as during school sponsored activities. Staff members at the community school sites seek to maintain a positive learning environment where mutual respect and high personal standards are established.

<u>School Dress Code:</u>

- All clothing and accessories must be school appropriate.
- Clothing and accessories must not promote illegal substances, violence, alcohol or sexually explicit material.
- There are certain brand names that are not acceptable: Skin, SRH, Hustler, Metal Mulisha, 187, Playboy, and Hooters. Attire that identifies a city, area code, or a region will not be allowed. For example: a t-shirt with "San Diego 619" printed on it will not be allowed.
- Clothing and accessories must be free of safety pins and spikes.
- No strapless clothing or blouses with one strap (straps may not be tied or hooked on with pins, and must be at least 1" thick).
- Shirts must be worn at all times.
- Clothing shall be sufficient and size-appropriate to conceal all undergarments at all times.
- The bottom of the shirt and the top of the pants must meet.
- Do-rags, wave caps, bandanas, and hair picks are not allowed at school.
- Clothing to deliberately conceal the identity of student (hoods, scarves, bandanas) is not permitted.
- Shoes must be worn at all times. Shoes must be appropriate for the school activity and school safety (no bedroom slippers, steel toed shoes or boots).
- Sweatbands may be worn during physical education classes only.
- Chains are not permitted when attached to a wallet or worn on clothing and will be confiscated.
- Items that are classified as drug paraphernalia are not permitted to be worn as accessories or clothing.
- Any clothing, purse, backpack, notebook, jewelry, etc. displaying a hate symbol related to gender, race, ethnicity, religion, etc. is strictly prohibited at school.
- Gloves are allowed only in cold weather.
- Hats are not allowed.
- No sports team jerseys, logos, or numbers may be worn on campus.
- Any gang related tattoos must be covered.
- Sunglasses may not be worn indoors (unless under doctor's prescription).

When a new fashion trend becomes a symbol that may be dangerous, anti-social or the arrangement of specific clothing items denotes gang affiliation, the community school site administration reserves the right to prohibit such items and arrangements.

Parents/Guardians and students have the primary responsibility to see that students are properly attired for school. School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning. Site administration may authorize special activity event days where exceptions to the student dress code may be allowed. Students who violate any part of the dress code will be given an opportunity to change to their own clothing or to school-provided alternative clothing.

Prohibition of gang-related apparel

Gang activity is not allowed on campus. The Principal or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. The school will request that this information then be forwarded to the Gang Task Force. Clothing that may have gang implications is not allowed. This includes, but is not limited to, belt buckles (any number or letter, i.e., 13, 14, C. B, etc.), sports team designations, hats other than RCOE school issued hats, and tagging on any surface or item. The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations or disruptive activities, and respond appropriately to gang behavior.

In order to discourage the influence of gangs, school staff shall take the following measures:

- Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
  - The student's parent/guardian shall be contacted and may be asked to meet with school staff.
  - The student may be sent home to change clothes if necessary (cf. 5132 – Dress and Grooming).
- Staff members shall be provided with the names of known gang members.
- Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations (cf. 1020 – Youth Services).
- Any gang graffiti on school premises shall be removed, washed down, or painted over as soon as discovered.
  - Daily checks for graffiti shall be made throughout the campus.
- Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used for future disciplinary or criminal action against the offenders (cf. 5131.5 – Vandalism, Theft, and Graffiti).

Procedures for a Safe and Orderly Learning Environment

Electronic Nicotine Delivery Systems (e-cigarettes)

RCOE prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Electronic Listening or Recording Device or Electronic Signaling Device (EC §§ 48901.5 – EC 51512)

The use by any person, including a pupil, of any electronic listening or recording or signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Emergency Treatment for Anaphylaxis (EC § 49414)
The school provides emergency epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from a life-threatening severe allergic reaction (anaphylaxis).

Administration of Epilepsy Medication (EC § 49414.7)
If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

Employee Photo ID Badge
All employees shall wear photo identification badges at all times while on duty.

Equipment and Programs for Student Safety
Security cameras, building alarms, two-way radios, ID badge scanning systems, student ID badge printing software, and the Crisis Go application are maintained at all sites. Custodial services maintain clean and safe school facilities and grounds.

Feminine Hygiene Products in School Restrooms
The school sites stock 50% of the school's restrooms with feminine hygiene products and do not charge for any menstrual products, including feminine hygiene products, provided to pupils.

Injury and Illness Prevention Program
The intent of this program is to prevent or minimize the probability of injuries and illnesses to workers, students and visitors, and to comply with applicable State, Federal and local health and safety codes, standards and regulations. The components described in the RCOE's IIPP are Communication; identification and evaluation of workplace hazards; corrections of unsafe or unhealthful conditions; investigations of occupational injury, illness or exposure to hazardous substances; employee training, record keeping; and plan review.

Laser Pointers (PC § 417.27)
Prohibits possession of a laser pointer for any student, unless possession is for valid instructional or other school related purpose.

Non-Violent Crisis Intervention Training
Riverside County Office of Education has certified instructors trained to teach nonviolent crisis intervention that focuses on the management of disruptive, assault, or out of control behavior. The techniques which are taught give participants the confidence to handle literally any violent episode with minimal anxiety and maximum security. This training also helps participants prevent violence and safely intervene when disruptive behavior has gone too far.

Positive Behavioral Interventions and Supports (PBIS)
Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establish the behavioral supports and social culture for all students in a school to achieve social, emotional and academic success. Teachers emphasize positive communication and make meaningful connections with students. Teachers use proximity control and intervene early in any escalation cycle. Teacher responses are positive comments or actions to students who demonstrate favorable behavior. A high rate of positive responses is typically defined as 4:1, that is a minimum of four positive responses to every one negative response. Instructors create a positive environment by frequently responding positively to students for appropriate and correct responding or performance. The instructor emphasizes the appropriate behavior and increases the likelihood that the student will repeat the behavior. Teachers respond positively with enthusiasm and sincerity. Positive responses are most effective when they are perceived by the student as sincere. The tone of voice and level of enthusiasm help increase the variety and effectiveness of positive responses.

PBIS Strategies:

- Safety-Respect-Responsibility posted and communicated regularly.
- Classroom Social Contracts posted and followed.

- Students greeted at the door.
- Every student called by name. Staff remembers information about every student.
- Student work posted everywhere.
- Automated telephone messages sent to parents regularly.
- Anti-bullying culture promoted.
- Behavior matrix categories posted and taught.
- Behavior contracts used with students who need extra support.
- Behavior referral protocols in place.
- Incentive systems developed for academic effort, appropriate behavior, and attendance.
- Review of data: suspensions, attendance, office referrals.
- Assemblies, clubs, activities, guest speakers, events coordinated.

Student Medications

Students who have been prescribed medicine by a doctor must bring the medicine to the office with directions from the doctor indicating when it is to be taken. Medicines must be in a regular prescription bottle with the student's name. Students may not carry medication of any kind on campus. Students taking medication must have a form on file for medication. The form may be obtained from the school office, completed by a doctor, and signed by a parent/guardian. All medication will remain in the office. With a form on file, students may carry an inhaler on their person.

Protocol for Verbal or Written Threats of Suicide by Students

All staff members respond immediately if a student threatens suicide verbally or in writing by notifying the principal or counselor. Counselors and/or principals will notify law enforcement. The policy specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

Sun Protective Clothing/Use of Sunscreen (EC § 35183.5)

School sites allow for outdoor use of sun-protective clothing. Further provides for the use of sunscreen by students during the school day.

Tobacco-free Campus (HSC §§ 104420 and 104495)

RCOE prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles.

Assessment of the Current Status of School Safety-Safety Indicators

The CBK suspension rate and expulsion rate were at zero in 2016-2017.

School	2013-2014		2014-2015		2015-2016		2016-2017	
	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate
CBK	0	0	0	0	0.4	0	0	0

Based on the data (attendance, referrals, suspensions) and the surveys (Gallup Poll and Local Control and Accountability Plan LCAP stakeholder), the focus on PBIS/Restorative Practices will continue in 2018-2019. The ongoing focus on maintaining equipment (replace two-way radios, security cameras, and servers on a rotating schedule), requiring student ID badges, and implementing custodial services to maintain clean and safe facilities will continue. Programs to communicate with parents/guardians and involve families in the education of their children will continue.

~~APPENDIX L~~

~~CBK Assessment Calendar~~

~~JULY~~	~~CELDT – Initials~~	~~EL Students without CELDT Scores~~	~~Ongoing~~	~~Return Materials Monthly~~
~~AUGUST~~	~~RenLearn Testing~~	~~All Students~~	~~Pre and Post Test every 90 days~~	
	~~CELDT Initial~~	~~EL Students without CELDT Scores~~	~~Ongoing~~	~~Return Materials Monthly~~
	~~ELA-Performance Task –Informative-Diagnostic~~	~~All ELA students~~	~~September 18th – October 6th~~	~~Admin in EADMS, Grade by August 31st~~
~~SEPTEMBER~~	~~CELDT – Initials~~	~~EL Students without CELDT Scores~~	~~Ongoing~~	~~Return Materials Monthly~~
	~~TELL Diagnostic~~	~~All EL Students~~	~~Beginning of the Year Test~~	~~Update on TELL iPad~~
	~~PBL-Science Project~~	~~All Science Students~~	~~September 11th to October 13th~~	~~Input Scores in EADMS by Oct. 13th~~
~~OCTOBER~~	~~CELDT – Initials~~	~~EL Students without CELDT Scores~~	~~Ongoing~~	~~Return Materials Monthly~~
	~~TELL Diagnostic~~	~~All New EL Students~~	~~Beginning of the Year Test~~	~~Update on TELL iPad~~
	~~PSAT~~	~~8th, 9th & 10th graders~~	~~October 11th~~	~~October 13th~~
	~~ELA-Performance Task-Argumentative~~	~~All ELA Students~~	~~October 2nd to 13th~~	~~Admin in EADMS Grade by October 27th~~
	~~Mid-Term Math Notebook Assessment~~	~~All Math students~~	~~October 2nd to 13th~~	~~Input Scores in EADMS by Oct. 13th~~
	~~PBL-Science Project~~	~~All Science Students~~	~~September 11th to October 13th~~	~~Input Scores in EADMS by Oct. 13th~~
	~~PBL-Social Studies Project- Know Your Rights~~	~~All Social Studies Students~~	~~October 16th to December 22~~	~~Input Scores in EADMS by Jan. 12th~~
~~NOVEMBER~~	~~CELDT Initials CELDT Retest (Reclassification)~~	~~All Qualified EL's CELDT Scores~~	~~Ongoing~~	~~Return Materials Monthly~~
	~~TELL Diagnostic~~	~~All New EL Students~~	~~Beginning of the Year Test~~	~~Update on TELL iPad~~
	~~ELA-Interim Assessment Block (IABs)-Literary Text~~	~~All Students~~	~~November 6th to 17th~~	~~Digital Library~~
	~~Math-Interim Assessment Block (IABs)~~	~~All students~~	~~November 6th to 17th~~	~~Digital Library~~
~~DECEMBER~~	~~RenLearn Post-Testing~~	~~All Students~~	~~Post Test~~	~~Every 90 days~~
	~~CELDT Initials CELDT Retest (Reclassification)~~	~~EL Students without CELDT Scores~~	~~Ongoing~~	~~Return Materials Monthly~~
	~~TELL Post-Test~~	~~All EL Students~~	~~End of the Year Test~~	~~Update on TELL iPad~~
	~~ELA-Performance Task- Narrative~~	~~All ELA Students~~	~~December 11th to 22nd~~	~~Admin in EADMS Grade by January 12th~~
	~~Math-Performance Task~~	~~All Int 1 Math Students~~	~~December 11th to 22nd~~	~~Admin in EADMS, Grade by January 12th~~
	~~PBL-Social Studies Project- Know Your Rights~~	~~All Social Studies Students~~	~~October 16th to December 22~~	~~Input scores in EADMS by January 12th~~
~~JANUARY~~	~~RenLearn Testing~~	~~All Students~~	~~Pre and Post Test~~	~~Every 90 days~~
	~~CELDT Initials CELDT Retest (Reclassification)~~	~~EL Students without CELDT Scores~~	~~Ongoing~~	~~Return Materials Monthly~~
	~~TELL Diagnostic~~	~~All New EL Students~~	~~Beginning of the Year Test~~	~~Update on TELL iPad~~
~~FEBRUARY~~	~~CELDT Initials~~	~~EL Students without CELDT Scores~~	~~Ongoing~~	~~Return Materials Monthly~~
	~~TELL Diagnostic~~	~~All New EL~~	~~Beginning of the Year Test~~	~~Update on TELL iPad~~

		Students		
	Physical Fitness Test (PFT)	5th, 7th and 9th Graders	February 1st to May 15th	APE/PE Teachers to Administer
	ELPAC Summative	All EL Students	February 1st to May 31st 2018	Materials Turned in Monthly
	PBL-Science Project	All Science Students	February 12th to March 16th	Input scores in EADMS by March 23rd
	CELDT Retest	All Qualifying ELs	RenLearn at grade level and TELL	EL Reclassification
MARCH	CELDT Initials	EL Students without CELDT Scores	Ongoing	Return Materials Monthly
	TELL Diagnostic	All New EL Students	Beginning of the Year Test	Update on TELL iPad
	ELA-Performance Task-Argumentative	All ELA Students	March 5th to March 16	Admin in EADMS Grade by March 23rd
	ELA-Interim Assessment Blocks (IABs)-Informative Text	All ELA Students	March 19th to March 30th	Digital Library
	Math Interim Assessment Blocks (IABS)	All Math Students	March 19th to March 30th	Digital Library
	Mid-Term Math Notebook Assessment	All Math Students	March 12th to March 16th	Input scores in EADMS by March 23rd
	PBL-Science Project	All Science Students	February 12th to March 16th	Input scores in EADMS by March 23rd
APRIL	CELDT Initials CELDT –Retest (Reclassify)	EL Students without CELDT Scores	Ongoing Qualifying EL Students	Return Materials Monthly
	ELPAC Summative	All EL Students	February 1st to May 31st 2018	Materials Turned in Monthly
	CAASPP Math and ELA Testing	3rd to 8th and 11th Graders	April 1st to May 31st	Test Operations Management System (TOMS)
	California Science Test (CAST)	TBA	Dates TBA	TOMS
	PBL-Social Studies Project-Making Change for Justice	All Social Studies Students	April 23rd to May 25	Input scores in EADMS by May 31st
MAY	CELDT Initials	EL Students without CELDT Scores	Ongoing	Return Materials Monthly
	ELPAC Summative	All EL Students	February 1st to May 31st 2018	Materials Turned in Monthly
	CAASPP Math and ELA Testing	3rd to 8th and 11th Graders	April 1st to May 31st	Test Operations Management System (TOMS)
	California Science Test (CAST)	TBA	Dates TBA	TOMS
	ELA-Performance Task-Informative Writing	All ELA Students	May 7th to May 25th	Admin in EADMS Grade by May 31st
	Math Performance Task	All Int Math 1 Students	May 7th to May 25th	Admin in EADMS, Grade by May 31st
	Math Notebook Assessment-Semester	All Math Students	May 21st to May 25	Input scores in EADMS by May 31st
	Physical Fitness Test (PFT)	5th, 7th and 9th Graders	February 1st to May 15th	APE/PE Teachers to Administer Due to RCOE May 15th
KEY	CELDT California English Language Development Test CAASPP California Assessment of Student Performance and Progress CAST California Science Test ELPAC English Language Proficiency Assessment for California IABs Interim Assessment Blocks ICAs Interim Comprehensive Assessments TELL Test for English Language Learners (Pearson) *RENLEARN Every 90 Days			

APPENDIX M

2017-2018 Professional Learning Matrix			
	Finalize		
Date	**Zone 1 Desert** Mecca-CBK, Desert Hot Springs-CBK, DFKRLC/CBK, LF Smith, MPJCBK Palm Springs Community School/CBK	**Zone 2 Mid-County** BGGRLC, DLLRLC, Lake Elsinore PY, Hemet Cal-SAFE, Hemet EY, Hemet Santa Fe CBK, Mead Valley CBK, MVRLC, MV CBK, Perris CBK, SWJC, VVRLC	**Zone 3 Riverside** ARLC, Corona CBK, Corona IS, FHB, Grindstaff, Riverside EOC, Riverside YOC, Rubidoux YOC, Jurupa CBK, AMC YTEC, SCE CBK, Safe House
Wed 8/16/17 1:15-3:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Wed 8/23/17 1:153:00pm	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional UDL Workshop: ELA, Math, SS, & Sci Strategies & Units of Study **BGGRLC**	Regional SEL & SpEd Training: UDL & Deescalation Strategies **RCOE Gregory Room**
Thur 8/24/17 8:003:00pm	Teacher Orientation: Special Education & IEP Development (Principal must approve) **VVRLC**		
Wed 8/30/17 1:153:00pm	Regional SEL & SpEd Training: UDL & Deescalation Strategies **DFKRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional UDL Workshop: ELA, Math, SS, & Sci Strategies & Units of Study **RCOE Cree/Johnson**
Thur 8/31/17 8:003:00pm	Teacher Orientation: Independent Study, Plato, Aeries, & Study Island (Principal must approve) **RCOE Cree/Johnson**		
Wed 9/6/17 1:153:00pm	Regional UDL Workshop: ELA, Math, SS, & Sci Strategies & Units of Study **DFKRLC**	Regional SEL & SpEd Training: UDL & De-escalation Strategies **DLLRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**
Wed 9/13/17 1:153:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Thur 9/14/17 8:003:00pm	Paraprofessional Training: Targeted Instruction, Strategic Grouping, and Integrated ELD (Principal must approve) **VVRLC**		
Wed 9/20/17 1:153:00pm	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **BGGRLC**	Regional AVID Workshop: Cornell Notes & Binders **ARLC**
Wed 9/27/17 1:153:00pm	Regional AVID Workshop: Cornell Notes & Binders **DFKRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **ARLC**
Thur 9/28/17 8:003:00pm	Project-Based Service Learning Design and Implementation Planning (Principal must approve) **VVRLC**		
Wed 10/4/17 1:153:00pm	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **DFKRLC**	Regional AVID Workshop: Cornell Notes & Binders **DLLRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**
Wed 10/11/17 1:153:00pm	Court Job-Alike Collaboration Meeting: WASC	Community Job-Alike Collaboration Meeting: WASC **VVRLC and Zoom**	CBK Job-Alike Collaboration Meeting: Grading, Data, Co-Planning **SCE**
Thur 10/12/17 8:00-3:00pm	Community/Court School Teacher Training: Integrated and Designated ELD (Cohorts 1-3) **RCOE Gregory**		

~~Wed~~ 10/18/17 1:153:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Wed 10/25/17 1:153:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Thur 10/26/17 8:003:00pm	Community/Court School Teacher Training: Integrated and Designated ELD (Cohorts 4-6) **DFKRLC**		
Wed 11/1/17 1:153:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Thur 11/2/17 8:003:00pm	Social Studies Training: C3 Framework and Civic Action Project (Make-Up Day, Principal must approve) **VVRLC**		
Tues 11/7/17 8:003:00pm	Community/Court School Teacher Cohort 1 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Wed 11/8/17 1:153:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Thur 11/9/17 8:003:00pm	Community/Court School Teacher Cohort 2 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Tue 11/14/17 8:003:00pm	Community/Court School Teacher Cohort 3 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Wed 11/15/17 1:153:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Thur 11/16/17 8:003:00pm	Community/Court School Teacher Cohort 4 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Tues 11/28/17 8:003:00pm	Teacher Cohort 5 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Wed 11/29/17 1:153:00pm	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Meeting: News, IEPs, SEIS, & Aeries **BGGRLC**	Regional AVID Workshop: Tutorials **RCOE Cree/Johnson**
Thur 11/30/17 8:003:00pm	Community/Court School Teacher Cohort 6 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Wed 12/6/17 1:153:00pm	Regional AVID Workshop: Tutorials **DFKRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Meeting: News, IEPs, SEIS, & Aeries **RCOE Cree/Johnson**
Wed 12/13/17 1:153:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Wed 12/20/17 1:153:00pm	Regional Meeting: News, IEPs, SEIS, & Aeries **DFKRLC**	Regional AVID Workshop: Tutorials **DLLRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**
Wed 1/10/18 1:15-3:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Wed 1/17/18 1:153:00pm	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional UDL Workshop: ELA, Math, SS, & Sci Strategies & Units of Study **BGGRLC**	Regional Workshop: NGSS **RCOE Hyatt I, II**
Wed 1/24/18 1:153:00pm	Regional Workshop: NGSS **DFKRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional UDL Workshop: ELA, Math, SS, & Sci Strategies & Units of Study **RCOE Cree/Johnson**

Wed 1/31/18 1:153:00pm	Regional UDL Workshop: ELA, Math, SS, & Sci Strategies & Units of Study **DFKRLC**	Regional Workshop: NGSS **DLLRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**
Wed 2/7/18 1:153:00pm	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**	Program Meeting: WASC (via Zoom) **SCHOOL SITES**
Wed 2/14/18 1:153:00pm	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **BGGRLC**	Regional SEL & SpEd Training: UDL & Deescalation Strategies **RCOE Board Room**
Wed 2/21/18 1:153:00pm	Regional SEL & SpEd Training: UDL & Deescalation Strategies **DFKRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **RCOE Gregory Room**
Wed 2/28/18 1:153:00pm	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **DFKRLC**	Regional SEL & SpEd Training: UDL & Deescalation Strategies **DLLRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**
Tues 3/6/18 8:003:00pm	Community/Court School Teacher Cohort 1 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Wed 3/7/18 1:153:00pm	CBK Job-Alike Collaboration Meeting: Grading, Data, Co- Planning **TBA**	Court Job-Alike Collaboration Meeting: Grading, Data, Co-Planning **Southwest and Zoom**	Community Job-Alike Collaboration Meeting: Grading, Data, Co-Planning **RCOE Cree/Johnson and Zoom**
Thur 3/8/18 8:003:00pm	Community/Court School Teacher Cohort 2 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Tues 3/13/18 8:00- 3:00pm	Teacher Cohort 3 Integrated ELD Colleague Classroom Visits		
Wed 3/14/18 1:153:00pm	Student Learning & Achievement Meeting with Principal: CAASPP Preparation **SCHOOL SITES**	Student Learning & Achievement Meeting with Principal: CAASPP Preparation **SCHOOL SITES**	Student Learning & Achievement Meeting with Principal: CAASPP Preparation **SCHOOL SITES**
Thur 3/15/18 8:003:00pm	Community/Court School Teacher Cohort 4 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Tues 3/20/18 8:003:00pm	Teacher Cohort 5 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Wed 3/21/18 1:153:00pm	Regional SEL & SpEd Training: UDL & Deescalation Strategies **DFKRLC**	Regional AVID Workshop: Team Building **BGGRLC**	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **RCOE Gregory Room**
Thur 3/22/18 8:003:00pm	Community/Court School Teacher Cohort 6 Integrated ELD Colleague Classroom Visits **SCHOOL SITES**		
Wed 3/28/18 1:153:00pm	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **DFKRLC**	Regional SEL & SpEd Training: UDL & De-escalation Strategies **DLLRLC**	Regional AVID Workshop: Team Building **RCOE Hyatt I, II**
Wed 4/4/18 1:153:00pm	Regional AVID Workshop: Team Building **DFKRLC**	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps **BGGRLC**	Regional SEL & SpEd Training: UDL & Deescalation Strategies **RCOE Landis I, II**

Wed 4/11/18 1:153:00pm	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Meeting: News, IEPs, SEIS, & Aeries **DLLRLC**	Regional Workshop: NGSS **RCOE** **Cree/Johnson**
Wed 4/25/18 1:153:00pm	Regional Workshop: NGSS **DFKRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Meeting: News, IEPs, SEIS, & Aeries **ARLC**
Wed 5/2/18 1:153:00pm	Regional Meeting: News, IEPs, SEIS, & Aeries **DFKRLC**	Regional AVID Workshop: Socratic Seminars **BGGRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**
Wed 5/9/18 1:153:00pm	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Regional Workshop: NGSS **DLLRLC**	Regional AVID Workshop: Socratic Seminars **RCOE Gregory**
Wed 5/16/18 1:153:00pm	Regional AVID Workshop: Socratic Seminars **DFKRLC**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**	Student Learning & Achievement Meeting with Principal: News & MTSS **SCHOOL SITES**
Wed 5/23/18 1:153:00pm	Community Job-Alike Collaboration Meeting: Grading, Data, Co-Planning **DFKRLC and Zoom**	CBK Job-Alike Collaboration Meeting: Grading, Data, Co-Planning **SCE**	Court Job-Alike Collaboration Meeting: Grading, Data, Co-Planning **RCOE Landis I, II and Zoom**
7 Wed PLCS	Program Meeting: WASC (via Zoom)	Monthly simultaneous until February	Principals
9 Wed PLCS	Student Learning & Achievement Meeting with Principal: News & MTSS, CAASPP	Monthly rotating, Simultaneous in March	Principals and Lead Teachers
2 Wed PLCS	Regional UDL Workshop: ELA, Math, SS, & Sci Strategies & Units of Study	1 per semester rotating	Tiffany Walker
4 Wed PLCS	Regional Integrated ELD Workshop: Interdisciplinary Thinking Maps	Quarterly rotating: Sept, Oct, Feb, & April	Tiffany Walker
4 Wed PLC	Regional AVID Workshop	Quarterly rotating: Sept, Dec March, & May	Lacy Lenon-Arthur, Maria Haro, & Shawna Guerriero
3 Wed PLCS	Regional SEL & SpEd Training: UDL & Deescalation Strategies	Rotating: August, Feb, & March	Jannette Price and Dr. McCarty
3 Wed PLCS	Job-Alike Collaboration Meeting: Grading, Data, Co- Planning	Quarterly simultaneous	Lead Teachers
3 Wed PLCS	Regional Workshop: NGSS	Quarterly rotating: Oct, Jan, & April	Theresa Swickla & Tiffany Walker
2 Wed PLCS	Regional Meeting: News, IEPs, SEIS, & Aeries	1 per semester rotating: Nov & April	Dr. Fischer, Dr. McCarty, TOAs, Brian Sousa
1 Thurs Release Day	Teacher Orientation: Special Education & IEP Development	1 per year	Dr. McCarty & TOAs
1 Thurs Release Day	Teacher Orientation: Independent Study, Plato, Aeries, & Study Island	1 per year	Theresa Swickla & Brian Sousa

1 Thurs Release Day	Paraprofessional Training: Targeted Instruction, Strategic Grouping, and Integrated ELD	1 per year	Dr. McCarty, TOAs, & Tiffany Walker
1 Thurs Release Day	Project-Based Service Learning Design and Implementation Planning	1 per year	Tiffany Walker and WE Schools
1 Thurs Release Day	Community/Court School Teacher Training: Integrated and Designated ELD	1 per year, 2 groups	Tiffany Walker
2 Thurs Release Days	Community/Court School Integrated ELD Colleague Classroom Visits	2 per year per cohort, 6 cohorts	Tiffany Walker
1 Thurs Release Day	Social Studies Training: C3 Framework and Civic Action Project	1 per year	Tiffany Walker and Constitutional Rights Foundation

APPENDIX ~~N~~

Division of Student Programs and Services
Alternative Education

CURRICULUM AT-A-GLANCE

Quarter 1 | Freedom and Responsibility

WHAT IS THE MEANING OF FREEDOM, AND WHAT RESPONSIBILITIES DO WE HAVE TO GET AND KEEP IT?

Launch Text	Engaging, Independent Reading (Choose One)	Cross-Curricular Academic Language	Priority Literacy Standards (Assessed on IAB)	Corresponding ELD Standards
"Totally Free" "The Cost of Survival" "Freedom of the Press" "Democracy is not a Spectator Sport"	*Dairy of a Freedom Writer* *Macho!* *Hatchet*	*Argument, Claim, Support, Evidence, Analyze*	W 1 W 5 RI 1 RI 6 RI 7 SL 1 L 5	P1.A. 1-4 P1.B. 5-8 P1.C. 10-12 P2.A.1 P2.C.6-7

ENGLISH LANGUAGE ARTS

	Content Vocabulary	Performance Task Assessment (Do not share prompt until time of PTA.)
	Purpose, Textual Evidence, Thesis, Explicit, Discussion, Quote, Revision	Argument What are the most effective tools for establishing and preserving freedom?
	UNIT 1	
12th GRADE	*My Perspectives* British Literature Unit 1	
11th GRADE	*My Perspectives* American Literature Unit 1	
10th GRADE	*My Perspectives* Grade 10 Unit 6	
9th GRADE	*My Perspectives* Grade 9 Unit 1	
8th GRADE	*My Perspectives* Grade 8 Unit 5	
7th GRADE	*My Perspectives* Grade 7 Unit 2	
6th GRADE	*My Perspectives* Grade 6 Unit 4	

SOCIAL STUDIES

	UNIT 1	
12th GRADE	**Amer. Govt.** 12.2.1, 12.6.1 , 12.6.6, 12.8.2 *Magruder's American Government* Ch. 1-9	**Economics** 12.1.2, 12.1.5, 12.2.1-3, 12.3.1 *Prentice Hall Econ.* Ch. 1-3
11th GRADE	11.1 *McGraw-Hill U.S. History and Geo.* Ch. 1 Ls. 3-5, Ch. 2 Ls. 2-4, Ch. 4 Ls. 1-4, Ch. 5 Ls. 2-4, Ch. 7 Ls. 1-4	
10th GRADE	10.1,10.2, 10.10 *McGraw-Hill World History & Geography* Ch. 4 Ls. 2-5, Ch. 7 Ls. 1-3, Ch. 8 Ls. 1-5, Ch. 9 Ls. 1-3, Ch. 10 Ls. 1-3, Ch. 12 Ls. 1-4	
9th GRADE		
8th GRADE	8.1, 8.6, 8.7 *Holt U. S. History* Ch.6-9	
7th GRADE	7.1.1, 7.2.3, 7.2.4 *Holt Medieval to Early Modern Times* Chapters 2-4	
6th GRADE	No RCOE Adopted Textbook	

SCIENCE

	Water Conservation Project	
	UNIT 1	UNIT 2
12th GRADE		
11th GRADE	ESS1-1, ESS1-2, ESS1-6 Ch. 28 Sect. 1-4, Ch. 29 Sect. 1-3, Ch. 30 Sect. 1-3	ESS1-5 Ch. 17 Sect. 1-4, Ch. 21 Sect. 1-3, Ch. 22 Sect. 1-2
10th GRADE	LS2-2, LS2-8 Ch. 5 Sect. 1-3, Ch. 4 Sect. 1-2, Ch. 31 Sec. 1-2	LS2-3, LS2-5 Ch. 2 Sect. 1-3, Ch. 7 Sect. 1-4, Ch. 8 Sect. 1-3
9th GRADE	PS2-1, PS2-2, PS2-3 Ch. 1 Sect. 2-3, Ch. 2 Sect. 1-3, Ch. 3 Sect. 1-3	PS2-4, PS2-5, PS2-6 Ch. 6 Sect. 1-3, Ch. 7 Sect. 1-3
8th GRADE		
7th GRADE		
6th GRADE		

Quarter 2 | Ind1v1dual, Commun1tv, and Culture

WHAT IS THE RELATIONSHIP AND IMPACT oF EXPERIENCE, GENnics, coMMuN1TY, AND CULTURE ON A PERSON'S IDENTITY?

. T•

launch Text	Engaging, IndependentReading (Ch::>c:i$e0ne)	Cross-Curria.,lar Academic Language	Priority Litorocy Slandord• V',.$$8,-I on IAB)	Corro,ponding ELDStandard,
•Mo ic forMyMolher"' 'l,pfrom SlcM,-y' "Grounded• •A Taiwanese Family Adapts,toAmerica"	*Ea.stSide*l)eams *Di\wgert* *TheOubiden* *TheGiver* *Monster* *SeedFolb*	Sensory*Detaih, l.rte,pre#,* Tone, *Purpose, Resolution, tnlwod*	W3 Rl 1 Rl4 RL5 SL1 SI4 I 1 I5	PIA.1 PIA.3-4 PI.8.5-8 PI.C.9-12 P2A.1-2 P2.8.3-5 P2.C.6-7

	Content Vocabulary	Performance Task Assessment (Do not share prompt until time of PTA.)
	Tone, Theme, Pn:itogoniJt, AmQgonist, Clionxter- MolM·rlion, Oidog.e, Climcuc,R,uol,tion	Personol Norrdive Wliot•i9""1iGcont-' from*my* how Icon mokeo po$itt,,,e1"I)oc

		Know Your Rights Project UNIT 2	
12"' GRADE	*MyPerspedr,e$* BrilishlileralureUnit*S*	Ameor. Govt, 12.1.3, 12.5.2 *Magruder's American* merlCh. 18-21 / Economics 12.2.2, 12.2.5, 12.2.6 Prentice Hall Econ. Ch. 4-6	ESS2-5 Ch. 6Sed. 1-2, Ch.7 / ESS2-4 Ch.11 Sect. 1-3,
11"' GRADE	*My Pmpedi\E'S* Americon literolure UniI 2	11.2, 11.3 / *IflcGltlW•HiNU.S. HisJoryond* Gfo.Ch.9 U. 1-5, Ch. 10 U.1, 3, Ch. II Ls.1,3,Ch. 12Ls.1-4,Ch.13U. I	Sect.1-3, Ch.9 Sect. 1-3, Ch. 15 Seel. 1-2, Ch. 24 Seel. 4 / Ch. 12 Sect. 1-4, Ch.13 Sect. 1-3
10"' GRADE	*My* Penpediva Grode10 Unit2	10.2, 10.3, 10.4, 10.5 / *M<G"1W•Hi· - Hisbry&Geogro,i,y* Ch.18 I>. 1-4, Ch. 21 I>. 1-4, Ch. 22 L,. 1-4, Ch. 23 I>. 1-4, Ch. 24 IJ.. 1-4, Ch. *25* I$. 1-4, Ch. 26 b. 1-3	LSI-4, LS3-2 / LSI-1, LS1-5, LSI-7 / Ch. 9 So:t1-2, Ch. 10 So:t1-3, Ch.11 Sect.3 / Ch.8 So:t. 2-3, Ch.12 Sect. 3-4
er GRADE	*My Penpedives* Grade9 Unit*S*		SCIENCE: PS3-1, PS3-3, PS3-4 Ch. 4 Sect1-3, Ch.*5* Sect 1-3 / PS3-2, PS3-5 Ch.*5* Sect. 2-3, Ch. &Sect. 1-3
*B"'*GRADE	*My Penpedives* Grade8 Unit 1	*Hofr U.S.* Hslol)'Ch. 2-3, *6*	
'7"' GRADE	*My PerspediveJ* Grade7 Unit 1	7.1.3, 7.3.3, 7.3.5, 7.5.1, 7.5.6 *Hofr Medie'IOIb 'EarlyModem TimeJ* Chaplen 7-8	

See the2017-18 Instructional Resouro8$ Binder formore informalion COOUt thelouich te.xt, Engaging.Independent Reading Summary and Appeal, PriorityStandards:, ¼xd:iulary,Asse!&menb, andProjecb.

ff'I Division of Student Programs and ServiC8$
Alternative Education

CURRICULUM AT-A-GLANCE

Quarter 3 | Fear and Power

HowooPeoPLEREAcrwHeNcHALLENGeosYFEAR?

launch Text	Engaging, lndopendent Reading (ChoooeOne)	Cross-Curria.tlar Academic language	Priority Utorocy Standard, (kwued onIAB)	Com,,ponding ElDStandard,
"hitFoolishto fear,• "litmic - Lusitania" "'Whatareyou IO afraid ofr "Whatyou don't know can killyoo"	U,t,,cken Night The,.. Gomes Forewe.Nb Monzoror	JusNfy,Perwode, Crecibfe,QuaNBcation, Countemrg.ment, CorteKJ	W1 WS RI 1 Rl3 RI 4 SL1 1 1	PlA.34 Pl.8.6 Pl.C.10-11 P2A.1-2 P2.8.3-5 P2.C.6-7

	Content Vocabulary	Performance Task Assessment (Do not share prompt until time of PTA.)
	f-rpt,Rtietori,:, Counten:loim.Conteett c1.1.. , e.:., C-nlio	Argul'l'l$nl If fearo hcrmfL ernoliOf'L ond"- 1liould peoph re,spond whenconfronted byM0.4
12''' GRADE	UHIT3	
	My Perspedr,e$ 8rilish literalure Unit 3	
	My PmpediYeS Americon literolure UniI5	
11''' GRADE	Ir GRADE	
	1111 My PenpecliWIS Grode 10 Unit I My PerspeciiveJ Grade7 UnitS	
10''' GRADE	My Perspec.tiveisGrade 6 Unit5	
er GRADE		
B''' GRADE		
'7''' GRADE		

	Ame-r.Govt, 12.1.3, 12.9.2 Mogn.de,i Americon Go\-wnmerlCh. 10-15	UNT 3 E<onomlcs 12.3.4, 12.3.3, 12.3.1, 12.6.1-4 Prertke HaN &.-on.Ch.10, 14, 17	Earthquake Prepar ness Project UNIT5 UNITO	
			peciives Grade 9 Unit 2	
			LSI-2, LS2-l, LS3-2 Ch. 34 Sect. 1-2, Ch. 35 Sect. 1 & 3, Ch. 36 Sect. 1, Ch. 37 Sect 1-3	
			LSIP Ch. 21 Sect1-4, Ch. 22 Sect. 1-2	
			PS4-1, PS4-2, PS4-5 Ch.9 Sect. 1-3, Ch. 10 Sect1-4	PS4-3, PS4-4, p5,4.5 Ch.11 Sect1-3, Ch.12 Sect. 1-4
			My Pers	

11.4, 11.5, 11.6,
11.7, I 1.8
kIcGrow-HiN*U.S.*
History*and*(J>o.
Ch.14U. 1-3,Ch.
ISU. 1-3,Ch.
16Ls.2,Ch.
17U. 1-5,Ch.
18Ls.
1-3,Ch. 19U.
2,Ch. 20Ls. 1-
3,Ch. 21U. 1-3

T8A

10.5, 10.6, 10.7,
I0.8, I0.9
*M<GR1W•HiN*l<
bMHistory&*G«,g*
rorJ,y
Ch. 27
b. 1-4,
Ch.
28Ls. 1-
3,Ch.
29U. 1-
4,Ch.
X> b.
1-5, Ch.
31 u. 1-
3

8.2, 8.5 *HoltU.5.*
Hisbl)'Ch. 10, 12-
14

7.6.4, 7.6.6, *7.6.7*
*HoltMedieval to6JrlyModern*TimesChapters9-I0

NoRCOEAdcpt&d TeJdb:idt

Quarter 4 | Iniustice and Change

How Do LEADERS REsPoND ro 1NJusncn

Launch Text	Engaging, Independent Reading (Choose One)	ClwO...lc,l,w 411/4c	i--wt	Ca.1 : I .. '9 BD Slc-idwdi
"TheZig.zag to Right!" • eom Free" "1963:TheYear that Chaigedryfhing• • standing Up to Abolute Power"	A lorqWayGooe-Memoirs ol a BoySddier IAmMofdo Claudette CoMn F,.,,/(J/,oMig/,ly	&a.,...,, Clori/y, Inlegmte, Inlw,Axwocy	W2 W7 RI 1 &RL 1 RI3 RI 4 SL6	PIA.1 PIA.4 PI.8.8 PI.C.9-10 PI.C.12 P2A P2.8 P2.C.6-7

	Content Vocabulary	Performance Task Assessment (Do not share prompt until time of PTA.)	Know Your Rights Project UNIT 4	UNIT 7	UNIT 8
		Informative Essay What motivates people to struggle for change?			
	Corno1c1liveMsoning, O..o1olion, Tron1oiliond ""01'dund pl-lro.. , Coli•ion, FormolSty!,,,, ObjecM Tone, C:increte De1oil•				
12''' GRADE	My Perspedr,e$ 8riti$hliterature Unit 2		Ame,r,Govt, 12.1.3, 12.9.2 Magrnidar's American merlCh. 18-21 / E<onomio 12.2.9, 12.4.1-3, 12.5.2 PrerikeHaN&:on.Ch. 7, 9, 13		
11''' GRADE	MyPmpect;\E'S American literature UniI 3		11.9, I 1.10, I I.I I .McG«t#-HiNU.S. HistoryandGeo. Ch. 22 U.2,Ch. 23 U. 1-2, Ch. 251.s. 1-2,Ch. 261.s. 1·2,Ch. 27L,. 2,Ch. 281.s. 2,4	TBA	TBA
10''' GRADE	My Penpediv& Grode 10 Unit3		10.9, 10.10, 10.11 M<GR>w-HiN1>MtHisbty&G«,gro,i,y Ch.18 Ls. 1 -4, Ch. 21 Ls. 1-4, Ch. 22 L,. 1-4, Ch. 23 Ls. 1-4, Ch. 24 b. 1-4, Ch. 25 L,. 1-4, Ch. 26 b. 1-3	LS4-2 Ch. 15 Sect.1-3,Ch. 16 Sect. 1-3	LS4-2, LS2-7 Ch. 12 Sect1-4, Ch. 13 Sec1-3, Ch. 5 Sect. 2-3
9"- GRADE	My fwspedives Grade9 Unit 3			PSl-1,PSl-2, PSl-3 Ch. 15 Sect1-2, Ch. 16 Sect 1-3, Ch. 17 Sect 1-3	PSl-4, PS1-5, PSl-6, PSl-7, PSl-8 Ch. 18 Sect1-3, Ch. 19 Sect1-4, Ch. 20 Sect I-3
S''' GRADE	My lwspedives Grade8 Unit 3		8.4,8.9,8.10H,t U.S.Hsbl)'Ch. 14-16		
7''' GRADE	My Perspectives Grade7 Unit 4		7.8.1, 7.9.3, 7.9.5, 7.11.4, 7.11.6, 7.10.3 HoltMediEM'JI to 6:,rlyModarn r,me,sChaplen 11-13		
Ir GRADE	My1\npedives Grade6 Unit 3		No RCOEAdopt,d Teldbook		

ENGLISH LANGUAGE ARTS

SOCIAL STUDIES

SCIENCE

See the2017-18 lns:tnxtional Reoouna Binder for more informalion dxiut lheLou,ch te.xt, Engagil'Q Independent Reeding Sommaryand Appeal, PriorityStandards:, ¼xd:iulary,Asses.s:menh, and Projecb.

APPENDIX O

Riverside County Office of Education

CBK School Instructional Day School Year Calendar 2025-2026

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG
1	JULY																																School Day Count
2		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
3	CBK	NS	NS	NS	NS			NS	NS	NS	NS	NS			NS	NS	NS	NS	NS			NS	NS	NS	NS	NS			NS	NS	NS	NS	0
5	AUGUST																																
6		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
7	CBK	NS			NS	NS	NS	NS	NS			NS	NS	NS	NS	NS					MD							MD					10
8																			Q1														
9	SEPTEMBER																																
10		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
11	CBK	H		MD							MD							MD							MD							21
13	OCTOBER																																
14		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
15	CBK	MD							MD							MD		PD/NS					MD							MD			22
16																					Q2												
17	NOVEMBER																																
18		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
19	CBK					MD						H	MD							MD					NS	NS	NS	H	H				14
21	DECEMBER																																
22		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
23	CBK			MD							MD							MD					WB	WB	WB	WB	WB			WB	WB	WB	15
25	JANUARY																						Q3										
26		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
27	CBK	H	WB					MD							MD					H		MD							MD				19
28																																	
29	FEBRUARY																																
30		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
31	CBK				MD							MD		PD/NS			H		MD							MD							18
33	MARCH																																
34		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
35	CBK				MD							MD							MD							MD							22
36										Q4																							
37	APRIL																																
38		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
39	CBK	MD							MD					SB	SB	SB	SB	SB					MD							MD			17
41	MAY																																
42		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
43	CBK						MD							MD							MD					H							20
45	JUNE																																
46		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
47	CBK			NS	NS	NS			NS	NS	NS	NS	NS			NS	NS	NS	NS	H			NS	NS	NS	NS	NS			NS	NS		2

49	H = Holiday	MD = Minimum Day	NS = Non Student Day	WB = Winter Break	SB = Spring Break-Community School	PD/NS - Professional Development Day Staff 9/17 & 2/13								
50	Q1 = Quarter 1	Q2 = Quarter 2	Q3 = Quarter 3	Q4 = Quarter 4	School First Day of Instruction: 8/18/2025	Community School Last Day of Instruction: 6/02/2026								
51	Holidays	Independence Day	Labor Day	Veterans Day	Thanksgiving	Day After Thanksgiving	Lincoln Day Observed	Day Before&Christmas Day	X-Mas in Lieu of Admissay	Before New Yea	New Year's Day	MLK Day	Washington Day	Memorial Day	Juneteenth
52		7/4/2025	9/1/2025	11/11/2025	11/27/2025	11/28/2025	12/30/2025	12/24/25& 12/25/25	12/26/2025	12/31/2025	1/1/2026	1/19/2026	2/16/2026	5/25/2026	6/19/2026

Formal Request for Material Revision – Facility Location Updates

To: Riverside County Board of Education

From: Deanna McCarty, Ed.D./Executive Director, Alternative Education RCOE

Date: June 17, 2026

Subject: Material Revision to the CBK Charter Petition – Desert Hot Springs Facility Relocation

Executive Summary

This document outlines a request for a material revision to the CBK Charter Petition to accurately reflect a change in facility location for the Desert Hot Springs CBK site. As required by California Education Code (EC) Section 47607, material revisions to a charter are governed by the standards of EC Section 47605 and must be approved by the chartering authority. Charter petitions are intended to remain current and accurately reflect the educational program, facilities, and services provided to students.

Facility Relocation Update: Desert Hot Springs CBK Relocation

The current Desert Hot Springs CBK site is located at: 11711 West Drive, Desert Hot Springs, CA 92240. The City of Desert Hot Springs has notified Riverside County Office of Education that the lease will not be renewed for the 2026-2027 school year due to the City's need to utilize the facility for municipal operations. As a result, the program must vacate the site no later than August 31, 2026.

To ensure continuity of services and maintain access for students and families, the program intends to relocate to 14201 Palm Drive, Desert Hot Springs, CA 92240. This proposed location is approximately two miles from the current site and will allow the school to continue serving students within the Desert Hot Springs community. The new location was selected in collaboration with Operational Support Services (OSS) and provides several benefits, including:

- Continued access to public transportation for students and families.
- A central location within a community-focused area frequently accessed by local families.
- Opportunities for ongoing outreach, engagement, and collaboration with community partners.
- Minimal disruption to students, families, staff, and referring districts.

The CBK Desert Hot Springs program continues to operate at full capacity, demonstrating the ongoing need for alternative educational services in this region. Relocating the site will

ensure that students maintain uninterrupted access to educational programming while preserving the school's presence within the Desert Hot Springs community.

The intent is to complete the relocation during the summer months so that students begin the 2026-2027 school year at the new location, avoiding a mid-year transition and providing stability for all stakeholders.

Statutory Compliance & Justification

California Education Code requires charter schools to maintain an accurate description of the facilities utilized to provide educational services. This material revision ensures that the charter petition remains a current and accurate reflection of school operations and facility locations.

This update demonstrates the school's commitment to:

- **Student Access:** Maintaining educational services within the Desert Hot Springs community and ensuring continued accessibility for students and families.
- **Program Stability:** Completing the transition prior to the start of the school year to minimize disruption and provide continuity of services.
- **Community Engagement:** Remaining within a community-centered location that supports ongoing outreach and partnership opportunities.
- **Operational Responsibility:** Responding proactively to facility availability changes while ensuring uninterrupted educational programming.

Recommendation

It is recommended that the Board formally approve this material revision to update the CBK Charter Petition facility listing from 11711 West Drive, Desert Hot Springs, CA 92240, to 14201 Palm Drive, Desert Hot Springs, CA 92240. Approval of this revision will ensure that the charter petition remains in compliance with statutory requirements and accurately reflects the location from which educational services will be provided.

Come Back Kids - Desert Hot Springs
Change in Facility Fiscal Impact

The proposed lease for the facility located at **14201 Palm Drive, Unit 105, Desert Hot Springs** will increase annual facility costs from the amount paid under the school's prior lease agreement to **$32,040** in 2026–27, with annual escalations thereafter. The resulting increase in lease expenditures is projected to be **$25,974** in 2026–27, **$27,576** in 2027–28, and **$29,258** in 2028–29.

Based on the school's Multi-Year Projection, the additional lease expense represents approximately **0.2% of projected annual revenues** during the projection period. While the increase will result in higher ongoing occupancy costs, the additional expenditure is not expected to materially impact the school's overall financial position. The projected lease increase can be absorbed within the school's operating budget and does not significantly affect the school's ability to maintain educational programs, staffing, or required reserve levels.

Accordingly, the fiscal impact of the proposed lease increase is considered **minimal and manageable** within the context of the school's projected revenues, enrollment growth, and financial resources, while providing continued access to a facility that supports the school's educational program and operational needs. The relocation is necessitated by the termination of the school's prior lease agreement by the lessor.

Increase in Lease Costs

Fiscal Year	Prior Lease Amount*	Proposed Lease Cost	Increase in Lease Cost
2026–27	$6,066	$32,040	$25,974
2027–28	$6,066	$33,642	$27,576
2028–29	$6,066	$35,324	$29,258
Three-Year Total	$18,198	$101,006	$82,808

* The prior lease agreement with the City of Desert Hot Springs was terminated by the lessor, necessitating the relocation to a new facility.

CBK Charter School
Interim Report and Multi-Year Projections
2025-26 through 2027-28

LCFF Calc. v27.1c 6.4.2026

DESCRIPTION		Estimated Actuals Budget 2025-26	Percent of Change over PY	Projected Budget 2026-27	Percent of Change over PY	Projected Budget 2027-28	Percent of Change over PY
ADA Actual/Projection (Number)		477	0.00%	495	3.75%	564	13.94%
REVENUES	*Object Codes*						
LCFF/EPA Revenue Sources	8010-8099	$ 8,232,958	0.00%	$ 8,984,217	9.13%	$ 10,428,408	16.07%
Federal	8100-8299	2,026,455	0.00%	1,315,221	-35.10%	1,039,511	-20.96%
State	8300-8599	907,364	0.00%	1,011,616	11.49%	1,116,180	10.34%
Local	8600-8799	984,672	0.00%	875,198	-11.12%	650,000	-25.73%
Total Revenue		$ 12,151,449	0.00%	$ 12,186,252	0.29%	$ 13,234,099	8.60%
EXPENSES							
Certificated Salaries	1000-1999	$ 3,953,237	0.00%	$ 4,429,778	12.05%	$ 4,770,044	7.68%
Classified Salaries	2000-2999	1,392,164	0.00%	1,491,652	7.15%	1,536,402	3.00%
Benefits	3000-3999	2,318,007	0.00%	2,523,783	8.88%	2,624,734	4.00%
Books & Supplies	4000-4999	341,793	0.00%	248,444	-27.31%	273,288	10.00%
Services & Operating	5000-5999	3,194,622	0.00%	2,631,662	-17.62%	2,978,357	13.17%
Depreciation	6000-6999	7,816	0.00%		-100.00%		0.00%
	7100-7299						
Other Outgo	7400-7499		0.00%		0.00%		0.00%
Other Outgo - Indirect Cost	7300-7399	708,644	0.00%	781,181	10.24%	864,723	10.69%
Total Expenses		$ 11,916,283	0.00%	$ 12,106,500	1.60%	$ 13,047,548	7.77%
OTHER SOURCES & USES							
Transfers In & Other Sources	8900-8999	$ 178,690	0.00%		-100.00%		0.00%
Transfers Out & Other Uses	7600-7699		0.00%		0.00%		0.00%
Total Expenditures & Uses		$ 178,690	0.00%	$ -	-100.00%	$ -	0.00%
NET INCREASE (DECREASE) IN NET POSITION		$ 413,856	0.00%	$ 79,752	-80.73%	$ 186,551	133.91%
NET POSITION, RESERVES							
Beginning Balance		$ 9,043,140	0.00%	$ 9,456,996	4.58%	$ 9,536,748	0.84%
Ending Balance		$ 9,456,996	0.00%	$ 9,536,748	0.84%	$ 9,723,299	1.96%

Components of Ending Balance:			
Net Investment in Capital Assets			
Restricted Net Position			
Unrestricted Net Position	9,456,996	9,536,748	9,723,299
Total Ending Net Position	9,456,996	9,536,748	9,723,299
Available Reserve %	79.36%	78.77%	74.52%